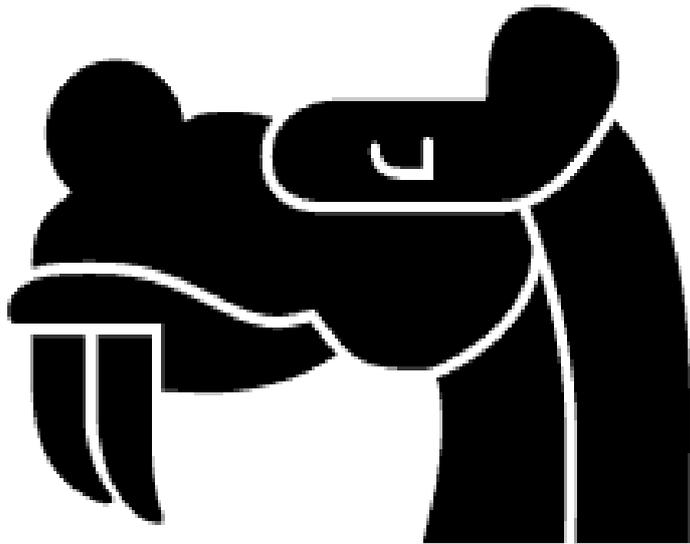


# **Longlands Primary School and Nursery**



## **SEND Policy**

**Autumn Term 2020**

## **Introduction**

At Longlands we are passionate about providing our learners with equal opportunities regardless of their age, gender, educational needs, disability, race or social or cultural background. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experiences for all pupils. Our school mission statement 'Onwards and upwards' embodies the whole staff's commitment to high expectations for all learners and the belief that all children can make progress and experience success. We believe in giving learners what they need in order to succeed educationally, socially and emotionally. All staff provide quality first teaching, differentiated learning opportunities and appropriate levels of support.

Our SEND Policy fulfils the requirements of the SEND Code of Practice 2015, which stipulates that all schools should have a policy regarding Special Educational Needs & Disability. Our SEND Policy and Information Report aim to:-

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## **Relationship to other policies**

This policy should be read in conjunction with the SEND Information Report, accessibility policy and policies on teaching and learning.

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN Information Report
- Equality Act 2010: advice for schools DfE Feb 2013

## **Definitions**

As stated in the SEN Code of Practice ***“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”***

***They have a learning difficulty or disability if he or she:-***

- ***has a significantly greater difficulty in learning than the majority of others of the same age,***
- ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools***

Special education provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age in a mainstream school.

## **Purpose**

Our school believes that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs through the assess, plan, do review cycle as set out in the Code of Practice
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

**The named persons for leading provision is Mrs G Phillips (SENCo) and the SEN Governor is Nicola Adams.**

Here at Longlands all staff work together to ensure high aspirations, and

good outcomes for all children including those with SEND.

Enquiries about an individual child's progress should be addressed with the child's class teacher in the first instance. Other enquiries can be addressed to the SENCo, Mrs Phillips, or the Head Teacher, Ms Britten. They have a special role to play in determining the strategic development of SEND policy and provision within the school. Both the Head Teacher and SENCo provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies.

## **Identification of need**

The progress of all children is closely monitored through half termly pupil progress meetings between the class teacher and head teacher, where discussions are held about the progress of all pupils. Here pupils who are not making as much progress will be identified. This can be characterised by progress which:-

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers,
- widens the attainment gap

This may include progress in areas other than educational attainment, for example, social and emotional needs. It is important to note that slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to them being recorded as having SEN, because all children, as individual learners, progress at different rates. However, in some cases it can be an indicator of a range of learning difficulties or disabilities. Equally, it can also not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Additionally, pupils that have English as an additional language with difficulties related solely to their limitations in English are not SEN.

Any concerns raised during the meeting about a pupil's progress and or engagement with their learning and their peers, are then shared with the SENCo and a plan of action is agreed. Staff are always encouraged to raise concerns with the SENCo as early as possible so they can advise appropriate next steps. The first step in responding to pupils who have or may have SEN is Quality First Teaching; the teacher with support from the SENCo review the Quality First Teaching approaches and consider what could be implemented as reasonable adjustments in order to support the child. The class teacher acts upon this advice, implements and then monitors this and whether it has had an impact. Teachers provide high quality teaching on a daily basis for **all** children which includes differentiating the curriculum and adjusting tasks in order to meet the needs of all pupils so that they can access their learning. Parents and carers sometimes also pose questions about their child's learning or raise concerns. We take all parental requests seriously and investigate them all as we believe that as parents and carers they know their children best, which is why we as a school understand the importance of listening when parents and carers express concerns about their child's development.

Frequently, the concern can be addressed by Quality First Teaching or some parental support and school can advise on appropriate strategies that may be helpful. Otherwise, further discussions may take place and school interventions undertaken for a short period and reviewed for impact. Only after following the graduated approach below will a child be placed on the SEN register. At the point in which a child is identified as needing special educational provision a meeting will be held involving the parents or carers, class teacher and SENCo. We will have an early discussion with the pupil and their parents to discuss their needs and share concerns. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Although the school is able to identify special educational needs and make provision to meet those needs, we are not able to offer diagnoses. Parents and carers are advised to contact their GP if they think that their child requires a diagnosis e.g. ASD.

As a school we believe in intervening early and providing personalised support by giving learners what they need in order to succeed. The benefits of early identification are widely recognised because identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early and pass on concerns to the SENCo and or head teacher. We also listen to and address any concerns raised by the children themselves.

## **1 page profiles**

When a decision is made to place a child on the SEN register a 1 page profile is created in collaboration with the parents/carers, class teacher, SENCo and where developmentally and age appropriate the child themselves. The contributions of parents/carers and the child are key to formulating the document. A 1 page profile is a working document and summary of:-

- Child's strengths
- Areas for development
- Provision and strategies that support them

Our 1 page profiles are reviewed and updated termly and we welcome contributions from parents/carers especially about the child's strengths and interests and areas of development outside of school.

## **Provision for Pupils with SEND**

Our SEND support takes the form of a four part cycle known as the graduated approach – Assess, Plan, Do, Review.

**Assess** – A clear analysis of the pupils needs is identified.

**Plan** – Support and interventions are planned in order for the child to meet their identified outcomes

**Do** – SENCo will support the class teacher and learning support assistants with planned provision. Strengths and areas of concern of the pupils will continue to be reviewed.

**Review** – Interventions and support will be reviewed to ensure that they are having a positive impact on pupils learning. This will be evaluated and adapted accordingly.

## **Areas of need**

The SEN Code of Practice identifies the following 4 broad areas of need and support:-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical needs

Identification helps us to decide which support and provision will be most beneficial to an individual child's educational progress, and as noted in the Code of Practice, special educational provision should be matched to the child's identified SEN. By identifying the pupil's main areas of need it aids the school in deciding what action we need to take to support the child, rather than it being about labelling a child and putting them into a category. Also the special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Often children have needs that cover multiple areas and their needs may also change over time as they develop and progress through school. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with a diagnosis of Autism Spectrum Disorder may have needs across all areas.

## **Assessments**

The SENCo will assist colleagues with the identification of pupils with SEN and additional assessments may be undertaken in order to identify and inform the planning of SEN provision. Assessments are used as a tool to identify gaps in children's learning and support us to think about children's strengths and difficulties and gain a deeper understanding of where the child is at.

Some assessments include:

- Foundation Stage Profile and Development Matters Statements
- WELLCOMM (Speech and Language assessment)
- Phonic blending and segmenting assessments taken from Letters and Sounds
- Phonological awareness assessment e.g. PHAB (Phonological assessment battery),
- SPLD outreach service Maths and Literacy assessments
- SAT's Results
- Memory Magic assessments
- Boxall Profiles
- Vocabulary specific test e.g. BVP (British Vocabulary Picture Scale)

## **Education Health Care Plans (EHC Plans)**

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, parents and the school may consider requesting an Education, Health and Care needs assessment. A request to the Local Authority (LA) for an EHC assessment is made when the child has demonstrated significant cause for concern. The school will then collect a range of evidence to support this application and parents will be involved in the whole application process. For further information on this process visit:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/ehc-plan.aspx>

If the request is successful the LA will provide a report outlining the outcomes and detail the provision required to meet those outcomes, and then additional support is planned and personalised.

## **Working in Partnership with Parents and Pupils**

At Longlands we firmly believe in close partnership with both parents/carers and pupils, as this leads to the best outcomes for our pupils with SEN and enables them to be successful. As such parents/carers and pupils will be fully involved in decisions related to special educational provision. Regular meetings and reviews will take place; assessment data will be readily available and reports from external agencies will be shared. Pupils will have regular opportunities to discuss what they need support with and how they feel they can be helped.

## **Collaboration with external agencies**

Where a child continues to make less than expected progress despite interventions that are matched to the child's area of need, where appropriate and with parental consent, we involve appropriate external agencies following a referral process. Involvement with appropriate specialists supports us to

identify effective strategies, equipment, programmes or interventions to enable the child to make better progress towards desired learning and development outcomes. These external agencies include the Educational Psychologists, Rivers Educational Support Centre, Speech and Language Therapist (SALT) and Specialist advisory teachers amongst others.

## **Resources**

When planning interventions and support for a child we are needs led. We strive to provide as many appropriate resources as possible including:-

- Nurture groups
- Lego therapy- A speech and language strategy that encourages children to develop their communication skills.
- Social skills groups with personalised focus e.g managing emotions, developing self-esteem and confidence, building resilience
- Sand therapy
- Time in the sensory room 'Rainbow room'
- Pupils may receive therapeutic support if necessary

Our school has a range of interventions available and when considering an intervention, we look first at the child's profile of learning, consider any assessments and also any observations so that we select the most appropriate intervention for the child and their specific needs.

## **Roles and responsibilities of Headteacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- reasonable adjustments are made within school to ensure pupils with SEND join in school activities, trips and extra-curricular activities alongside their peers
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning difficulties
- co-ordinating the provision for pupils with SEND
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensuring that the school keeps records of all children with SEN up to date.
- supporting class teachers in planning effective support for pupils both in terms of resources, interventions and deployment of additional adults (where appropriate)
- liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records including individual pupil profiles
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- contributing to the in-service training of staff
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in local SEND training and moderation.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum and/or interventions. They can draw on the SENCo for advice on assessment and strategies to support inclusion. When interventions are carried out by a teaching assistant, away from the classroom, it remains the teacher's responsibility to work closely with the teaching assistant to plan and assess the impact of the intervention and how to link it to class learning
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND as listed in the schools SEND Information Report.
- giving feedback to parents and carers of pupils with SEND.
- the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- planning lessons which take into account possible difficulties and potential barriers to learning for those with SEND and plan ways to remove these barriers.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

## **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

## **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- the school profile and the prospectus
- the school improvement plan, which is used for planning and monitoring provision in the school

- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Individual Profiles, revise provision and celebrate success.

**Date established**– September 2020

**Date for review** – September 2022