

# Lilleshall Primary School



## SEND Policy

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# 1. Information about Special Educational Needs (SEN) Provision

## Principles and Objectives

- At Lilleshall School we have regard to the definition of SEND (Special Educational Needs and Disability) stated in the 'New SEN Code of Practice', 6:1

'Children have Special Educational Needs if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

- We aim to identify children with Special Educational Needs early
- We aim to assess the needs, to plan the work effectively, to evaluate impact on outcomes and to record progress for each child
- We aim to enable each child to access the curriculum overcoming barriers to learning
- We aim to develop a positive attitude thus fostering self-esteem and a 'Can Do Culture'
- We aim to encourage independence and develop motivation
- We aim to allow all children to experience success and value achievement (even small steps)
- We aim to develop an appreciation of learning and thereby experience a meaningful and enjoyable school life.
- We aim for children to become self-motivated learners

Children have a **Learning Difficulty** if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Special Educational Provision** means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age on schools maintained by the LA, other than special schools, in the area.

1. Setting suitable learning challenges
  2. Responding to pupils' diverse and individual learning needs
  3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
  - Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.

### **Co-ordination of Special Educational Needs (SEN) Provision**

- The SENCO (Special Educational Needs Co-ordinator) for our school is  
Mrs Vanessa Savill
- The Special Educational Needs CO-Ordinator is responsible for:
  - overseeing the day-to-day operation of the Special Educational Needs policy
  - co-ordinating provision for children with Special Educational Needs and Disabilities
  - ensuring there is liaison with parents and other professionals in respect of children with Special Educational Needs and Disabilities
  - advising and monitoring provision given by the teachers and learning support assistants
  - contributing to the Continuing Professional Development of the staff,
  - ensuring that appropriate individual pupil passports are in place, that relevant background information about children with Special Educational Needs and Disabilities are collected, recorded and updated
  - liaising with external agencies including the LA's and educational psychology services, health and social services, and voluntary bodies
- The Special Educational Needs Co-ordinator instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with Special Educational Needs and Disabilities. We link with other schools, voluntary organisations, health and social service departments, and the LA.

## The Role of the Governing Body

- The Governor with responsibility for Special Educational Needs and Disabilities is Mrs K Platford.
- The Governing Body should:
  - Ensure that provision is made for pupils who have Special Educational Needs and Disabilities
  - Ensure that the needs of pupils with Special Educational Needs and Disabilities are made known to all who are likely to teach them.
  - Ensure that teachers are aware of the importance of identifying, and providing for, those children with Special Educational Needs and Disabilities
  - Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
  - Ensure that a pupil with Special Educational Needs are included with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the Special Educational Needs provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
  - Report to parents on the implementation of the school's policy for pupils with Special Educational Needs and Disabilities.
  - Have regard to the Code of Practice when carrying out its duties to pupils with Special Educational Needs and Disabilities
  - Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of Special Educational Needs provision is continually monitored, evaluated and reviewed.
- Special Educational Needs and Disability provision is an integral part of the School Development Plan.

## **Admissions**

- Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with Special Educational Needs and Disabilities play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with Education Health Care Plans (EHCP) are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **2. Identification Assessment and Review**

### **Resources**

- The provision of additional support is made as appropriate from the delegated Special Educational Needs and Disability budget as well as identified materials for use to support children who need additional or different activities.
- We intend to develop our resources to support children with Special Educational Needs and Disabilities that link with priorities stated in the school's development plan.
- We are developing a library/resource base of books/equipment/materials available for children with Special Educational Needs and Disabilities. Technological aids are available to use when appropriate eg reading pens.

### **Identification and Assessment**

- We are committed to the early identification and intervention of children who may have Special Educational Needs and Disabilities.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous settings the children may have attended.

- If further assessment is required we use the LA assessment pack to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the Special Educational Needs and Disabilities Code of Practice and is in line with the LA policy.
- If a teacher identifies a child who may have Special Educational Needs and Disabilities it may be necessary to devise an Individual Learning Plan. This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the Special Educational Needs Co-ordinator and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate.
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.
- The Individual Learning Plan is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an application to Inclusive School Forum (ISF) for funding or support or an Education Health Care Plan (EHCP) may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education Health Care Plan may be issued by the LA.

## **Review**

- The Special Educational Needs and Disabilities policy is subject to a regular cycle of monitoring evaluation and review.
- The Special Educational Needs and Disabilities policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.
- The Special Educational Needs and Disability Co-ordinator ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school.

## Curriculum Entitlement

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/termly assessments.
- All information gained is used to support planning and delivery in order to aid progress.

## Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations, a broad and balanced curriculum for all children. This includes a system for early identification of barriers to learning and participation.

- We monitor all children's progress, those who are not making adequate progress in the four broad areas specified in the Special Education Needs and Disabilities Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and or physical needs are highlighted to teachers and SENCO and methods of increasing access and accelerating progress identified.
- We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum and parents are part of the team.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with Special Educational Needs and Disabilities.
- We believe that **all** practitioners are teachers of children/pupils with Special Educational Needs and Disabilities and differentiate learning experiences according to the needs of the children in their care.
- Monitoring the progress of all children is an ongoing process, which enables early identification of any children who may require additional or different provision to be made.
- Children/pupils with Special Educational Needs and Disabilities are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher/Special Educational Needs Co-ordinator /deputy head teacher/head teacher/Special Educational Needs Governor.

## **Management of Special Educational Needs within the School**

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children who make slower progress will be given appropriate intervention learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in the New National Curriculum 2014.

## **Evaluation Procedures**

- The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the Special Educational Needs and Disabilities Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The Special Educational Needs Co-ordinator and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with Special Educational Needs.
- Special Educational Needs is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

## **Procedures for Concerns**

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the head teacher or the Special Educational Needs governor and a response will be made as soon as possible.
- Parents/carers may be informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

### **3. Staffing Policies and Partnership with External Agencies**

#### **Professional Development for Staff**

- We have a plan for all staff and the Special Educational Needs Co-ordinator to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular meetings with staff where Special Educational Needs issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that the staff keep up to date with information and legislation.
- The Special Educational Needs Co-ordinator attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for Newly Qualified Teachers and new staff into the school's policy and procedures for Special Educational Needs.

#### **Support Services Available**

- Advice and support from outside agencies is available if requested by the school.
- Links may be made with various voluntary agencies that the school can contact and may be available as a support for parents, if applicable.
- School also directly employs an Family Support Worker to ensure, enhance and rapid support for children who need it, usually of an emotional nature.
- We believe that effective action on behalf of children with Special Educational Needs and Disabilities depends upon close co-operation between the school and other professionals, e.g. the LA, Special Educational Needs support services, health services, social services, etc.

#### **Links with Other Agencies**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with Special Educational Needs and Disabilities. We include all in social events, curriculum workshops, informal meetings and Early Help Assessments.

- Records of all children are sent to the receiving educational establishment for their attention. The Special Educational Needs Co-ordinator/class teacher endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support. The school works closely with secondary schools to ensure appropriate and positive transition from Yr6 to Yr7.

## **Partnership with Parents**

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to parents' evenings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. Parents of children with an Education Health Care Plan / statements are invited to annual reviews.
- We promote a culture of co-operation and co-production between parents, schools, LAs and others. This is important in enabling anyone with Special Educational Needs and Disabilities to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with Special Educational Needs and Disabilities and seek constructive ways of reconciling different viewpoints, with the needs of the child paramount.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers, and will aim to accommodate these providing the necessary support required.

## **Participation**

- Children are encouraged to share their views and opinions regarding their learning and experiences. Their view is valued and used to inform decisions regarding their support and needs.
- Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their pupil passports, discussing their choices, assessment of needs and in the review procedures.

## **Transfer Arrangements**

- We have procedures in place to ensure that transfer arrangements to other schools take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. Additional visits to secondary school placements can be arranged. The Early Intervention Worker will also support transition to Burton Borough Secondary School. The head teacher will endeavour to discuss with pupils their anxieties and needs in order to provide provision to eliminate these and make the transfer successful.

