

Lanesfield Primary School



Special Educational Needs (SEN) & Disabilities Policy

Review Date: September 2025

Introduction

Lanesfield Primary School has a named SENDCO; Mrs Abley and a named Governor responsible for SEND; Mrs Langhorn. They ensure that the Lanesfield Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015).

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

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'Special Educational Need'.

This SEND policy details how, at Lanesfield, we will endeavour to provide

Special Educational Needs (SEND) Policy

inclusive practise for all, ensuring that the necessary provision is made for any pupil with specific additional needs and that those needs are known to any staff where applicable. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- to create an inclusive environment that meets the additional educational needs of each child in order that they can achieve their learning potential (and engage in activities alongside pupils who do not have SEN)*
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership*
- to make clear the expectations of all partners in the process.*
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development*
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals*
- to identify the roles and responsibilities of all staff in providing for children's special educational needs*
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum*
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners*

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils

Special Educational Needs (SEND) Policy

are prepared for full participation in a multi ethnic society. We also measure and assess the impact regularly through professional meetings which could include our SEND coordinator, relevant support worker, head teacher and individual teachers to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.*
- require different strategies for learning.*
- acquire, assimilate and communicate information at different rates.*
- need a range of different teaching approaches and experiences.*

Teachers respond to children's needs by:

- providing support for children who need help with specific areas such as, numeracy, communication, language and literacy, alongside the wider areas such as, SEMH .*
- planning to develop children's understanding through the use of all available senses and experiences.*
- planning for inclusive children's full participation in learning, and in physical and practical activities.*
- helping children to manage and own their behaviour and to take part in learning effectively and safely.*
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, who have important day to day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from

Special Educational Needs (SEND) Policy

other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.*
- Identify and focus attention on action to support the child within the class.*
- Use the assessment processes to identify any learning barriers.*
- Ensure ongoing observation and assessment to provide regular feedback about each child's achievements and experiences to form the basis for planning the next steps of learning.*

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a special educational need. If EAL is deemed the main need we have an EAL assessment tool which can be used for interventions where necessary and to assess termly alongside the EYFS / National curriculum. Additionally where possible staff, parents, partners and peers will support with translation also.

The Role of The SENDCO and what Provision Looks like at Lanesfield

The Special Educational Needs and Disabilities Co-ordinator's SENDCO responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.*
- Co-ordinating provision for children with SEND.*
- Liaising with and advising colleagues (responding to SENDCO referral forms).*
- Overseeing the records of all children with SEND. Reviewing termly, more often if required through referral forms.*
- Use ABCC books*
- Liaising formally and informally with parents and carers of children with SEND.*
- Contributing to the in-service training of staff.*
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.*

Special Educational Needs (SEND) Policy

- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register and their environment.
- Updating the SEND register termly and informing Data & HR assistant and Head Teacher.
- Annual Governor meeting to share progress and aims.
- Termly Governor meeting with SEND Governor to share updates.
- Informing school nurse of any changes to medical needs diagnosed on a termly basis and an overall number of our SEND register.
- Ensuring office staff are informed of any SEND changes which may be relevant to be added to our Arbor.
- Record/file keeping for our SEND cohort (including ABC) to ensure robust evidence gathered if needed for any referrals.
- Regular monitoring of the EHCP's, ensuring they are all up to date, reviewed when necessary and all evidence gathered in preparation to lead the review.
- Ensuring and monitoring that an SSP (School Support Plan) is written for every SEND child with input from specialist agencies and class teachers and that this is shared at the beginning of each term with parents to ensure collaborative working between school and home.
- Ensuring RA's are put in place for SEND children where necessary.
- Ensuring Health Care Plans are put in place for SEND children where necessary.
- Ensuring PEEPs are put in place for SEND/Medical children where necessary.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers would need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are

inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Lanesfield will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a School Support Plan) and review sheet and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is noticed it is the responsibility of the class teacher to take steps to address the issue. If concerns continue a SENDCO referral form to be completed this triggers an observation from the SENDCO within 2 weeks and feedback then given. This is to be followed up accordingly and reviewed by class teacher and SENDCO. A decision may be made to seek external support and parental consent will be requested. If

Special Educational Needs (SEND) Policy

this initial intervention demonstrates to place on SEND register, parents receive a letter to inform them.

This is different if behaviour arises the main concern, where 6 red cards will trigger a parent meeting. Class teacher to then complete SENDCO referral and behaviour chart, if no improvement which triggers SENDCO observation and follows on alongside with following the behaviour policy for 12 red cards etc. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

When a need is identified, the SENDCO, class teacher and any specialist agencies involved will work collaboratively to identify a set of targets to support the child. The Class Teacher will transfer these to an SSP and along with the learning support then carry out the interventions that are additional to those provided as part of the school's differentiated curriculum. These targets will be monitored by the class teacher and learning support within the class and reviewed termly with the SENDCO, agreed with the parent/s and young person (where appropriate) review at the beginning of each term.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes limited or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques embedded in our school.
- Has sensory or physical difficulties, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make limited or no progress, despite the provision of specialist equipment / adaptations.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and

Special Educational Needs (SEND) Policy

experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share progress with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCO through a school email address and parents and children have access to the Learning Platform which has a dedicated section to Special educational Needs.

The Nature of Intervention

The SENDCO and the child's class teacher will work collaboratively to decide on all action needed to support progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.*
- Some group or individual support, which may involve small groups of children being withdrawn to work, with TA support or specialist teacher.*

Special Educational Needs (SEND) Policy

- *Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.*
- *Staff development and training to introduce more effective strategies.*

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

The SENCO will support further assessment of the child where necessary, planning for their future needs in discussion with colleagues and parents.

The Use of Specialist Agencies

These services may become involved if a child continues to make limited or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting their progress. These will be implemented, at least in part, through the daily routine in their own classroom. The delivery of the interventions recorded in the SSP continues to be the responsibility of the class teacher.

There are also occasions where specialist agencies are involved on a regular basis for example where by support is provided by them for children with a hearing impairment or a visual impairment.

For children within our Nursery where Early Intervention is identified, a referral to SNEYS will be made, which will include at least 3 plan, do, review cycles (these can be fortnightly if necessary, as long as sufficient evidence is gathered during this time) and parental consent.

Specialist agencies may become involved if the child:

Special Educational Needs (SEND) Policy

- *Continues to make little or no progress in specific areas over a long period.*
- *Continues working at levels substantially below that expected of children of a similar age.*
- *Continues to have difficulty in developing literacy and mathematical skills.*
- *Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.*
- *Has sensory or physical needs and requires additional specialist equipment or regular advice and/or visits by a specialist service.*
- *Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.*
- *Has a hearing or visual impairment that impacts on their day-to-day life or needs regular monitoring.*
- *Despite having received intervention, the gap continues to widen between them and the level of his/her peers.*

School Request for Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. When looking at attainment alone, the child is working 2 years+ below in core areas. The LEA will be provided with information about the child's progress over time, and will receive documentation in relation to the child's additional needs and any action taken to attempt to meet those needs, including any resources or special arrangements put in place. Alongside this a school based EHA must be open and regular TAC meetings taking place, incorporated with the termly SSP meetings.

The evidence must include:

- *Previous school support plans and targets for the pupil.*
- *Records of regular reviews and their outcomes.*
- *Records of the child's health and medical history where appropriate.*
- *Attainment levels in literacy, numeracy and Science.*
- *Ideally, education and other assessments, for example from an advisory specialist support teacher*
- *Include as a minimum 3 plan, do, review cycles (our SSP's).*

Special Educational Needs (SEND) Policy

- *An educational psychologist advice and report.*
- *Views of the parents.*

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. An EHC referral takes up to 20 weeks. An urgent takes up to 16 weeks from submission to outcome. When this coincides with transfer to high school, the SENDCO from the high school will be informed of the outcome of the review.

School Support Plans

Strategies employed to enable the child to progress will be recorded within a School Support Plan which will include information about:

- *The child's barrier to learning and wave of SEND*
- *The short term targets set for the child.*
- *The teaching strategies to be used.*
- *The provision to be put in place.*
- *How the targets will help the child in their learning.*
- *What they are responsible for.*
- *How the child can be successful.*
- *The review date.*
- *The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.*

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received

Special Educational Needs (SEND) Policy

training on 'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and

targets, we ensure that children experience success. All children on the special needs register have a school support plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The head teacher informs the Governing body of how the funding allocated to support Special Educational Needs has been employed.

The head teacher and the SENDCO meet annually to agree on how to use funds directly related to EHCP's.

The Role of the Governing Body

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will

Special Educational Needs (SEND) Policy

be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up school support plans for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

Signed:

Mrs. Rollinson Head

Teacher (Acting Sendco

Aut 1, 2024) Reviewed:

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