



Special Education Needs and Disabilities POLICY

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Aims

Levendale Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential, and is committed to providing, for each pupil, the best possible environment for learning. We recognise that pupils may have special needs at some point during their school life. In implementing this policy, we believe pupils will be helped to overcome any difficulties.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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 coordinators (SENCOs) and the SEN information report. This policy also complies with our funding agreement and articles of association.

Definitions - What is SEND?

According to the SEND Code of Practice (2015):

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- A child of compulsory school age or a young person has a learning difficulty or disability;
- A child has a significantly greater difficulty in learning than the majority of others of the same age;
- A child 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 or mainstream post-16 institutions.

What is Special Educational Provision?

Special educational provision, refers to educational provision, which is additional to, or otherwise different from, the provision that is made generally for children of the same age in Academies and maintained schools, other than special schools. Levendale Primary School also recognises that the most-able children in school may have special needs.

Values & Principles

1. We value all the children in our school equally.
2. All children are entitled to experience success.
3. All children are entitled to be given maximum possible access to a broad and balanced curriculum including the National Curriculum.

4. The aims of education for children with difficulties and disabilities are the same as those for all children. The help children need in progressing towards these aims will be different.
5. All children with SEND should be taught together with their peers wherever possible.
6. Every child is entitled to have his or her particular needs recognised and addressed.
7. Any child may encounter difficulties in school at some stage.
8. Any special provision made should relate to the individual needs of the pupils.
9. It is the responsibility of all teachers to identify and meet the needs of pupils. To ensure this happens they can draw on the resources of the whole school.
10. All special educational provision is more effective if pupils and parents are fully involved.

Roles and responsibilities

Levendale Primary School will have due regard for the Special Needs Code of Practice (2015) when carrying out our duties towards all pupils with special educational needs. They ensure that parents are notified when SEND provision is being made for their child through joint consultations.

We recognise that provision for pupils with SEND is a matter for the school as a whole:

- The school's governing body, in cooperation with the headteacher and SENCO, determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- A nominated governor takes a particular interest in and closely monitors the school's work on behalf of children with SEND.
- The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher keeps the governing body fully informed and works closely with the school's SEND team.
- All teaching and non-teaching staff are kept fully aware and are involved in the school's procedures for identifying, assessing and making provision for pupils with SEND.

The school's SENCO is: **Mrs L Henderson**, who is a qualified SENCO

The nominated governor for SEN is: **Mrs L Peacock**, who is also a qualified SENCO

The Head Teacher, **Mrs Lewis** and SENCO, **Mrs Henderson** ensure the effective operation of the school's SEND policy and the co-ordination of provision for pupils.

The Trust SENDCO: **Mrs C Pack**, who is a qualified SENCO, supports Mrs Henderson in her role, including reviewing and supporting the school's processes and procedures and meeting with parents in individual cases.

Staff development

Staff professional development is planned for and recorded. The SENCO considers the needs of the pupils when planning training and staff may also request training in line with the provision needed for children in their care. In addition to this, the school seeks to make full use of the range and wealth of experience of the current teaching staff when planning school-led training. The development needs of Teaching Assistants are considered regularly and as children's needs determine. Where appropriate, staff attend

courses that help them to acquire the skills needed to work with SEN pupils. Staff work in partnership with parents and carers to learn about the best ways to support pupils and also with other professionals, including occupational therapy, speech and language, physiotherapy and other health care professionals.

Early Identification

It is important that children's special educational needs/disabilities are identified at an early stage in their lives. The earlier that action is taken the more responsive the child is likely to be.

To identify children at Levensdale who may have SEND needs, we use a number of indicators:

- Observations within the setting
- The pupil's academic achievements within lessons
- Parental information
- School assessments including attainment and progress
- Pupil information including ability to access learning
- Test data including national assessments
- Assessments from professional bodies
- Information from transferring schools

When initial concerns are raised, e.g. by parents, teachers/other staff, health or social care professionals, the SENCO gathers information, makes an initial assessment and informs parents of the outcome. The SENCO may seek further advice or assessment from professional and outside agencies, if required. The pupil *may* be placed on a monitoring list for a short, fixed period of time, e.g. two terms, and the SENCO or class teacher will continue to liaise with parents to advise and adapt strategies to support the pupil. If the pupil is identified as having SEND needs, either after initial assessment or monitoring period, they will be placed on the SEND register, with parent's permission.

Assess, Plan, Do, Review

Provision for children with special educational needs is a matter for the whole school. This includes the governing body, the school's head teacher, the SEND co-ordinator and all members of staff, especially class teachers and teaching assistants. At Levensdale, we aim to follow the recommendations of 'assess, plan, do, review' outlined in the SEND Code of Practice (2015).

Assess

School-based assessment procedures are seen as a continuous and systematic cycle of planning, action and review, developed in a way to enable the child with special needs to learn and progress. Assessment is seen as a natural extension of the school's approach to assessment generally and the meeting of the needs of all pupils.

In accordance with this, 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 preschool years. This can be done in a variety of ways, dependant on the age of the pupil.

Some children do not present with a special educational need until later in their school life. Where class teachers feel that a child may have a need, this will be discussed with parents and the SENCO. The identification and assessment of the special educational needs of children whose first language is not English requires particular care and will be considered alongside an EAL Assessment Framework.

Plan

When a child has an identified special educational need, the SENDCo and class teacher will use this information to:

- Provide starting points for the development of provision required to support the child.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties, referring to the school Educational Psychologist, where necessary.
- Ensure ongoing observation and assessments providing regular feedback about the child's achievements and experiences. This will inform the next steps of learning.

Early Intervention (Do)

At Levensdale, we recognise that the earlier a pupil's needs are identified, the more successful interventions are likely to be. The school procedures are designed to be responsive and supportive of early intervention.

Nature of intervention

The SEND coordinator, in partnership with those concerned, will decide on the action required to help the pupil progress. Actions might include:

- Enabling First Quality Teaching, where the teacher is supported by the SENCO to provide strategies and support to ensure the pupil access to the curriculum alongside their peers/at age-related expectations
- Close monitoring by class teachers and support staff including informal and more formal assessments of achievements
- Termly monitoring of progress by the SENDCo and Head Teacher through pupil progress meetings
- Referral to an outside agency, e.g Stockton SEND panel, specialist teachers, an educational psychologist, CAMHS, Speech and Language, Occupational Therapy
- Provision of bespoke learning materials or equipment, e.g. chair band, sensory equipment
- Group, paired or individualised support or intervention
- Working with adults with specialist training or knowledge, e.g. Thrive
- Intervention programmes including those recommended by professionals
- Provision of exercise programmes recommended by occupational therapy
- Other adaptations that are reasonable and proportionate as required

Target setting, monitoring, evaluation and review

For all children on SEND register, a school support plan will be created. This will have personalised targets which will be monitored by teachers and support staff, will be reviewed regularly and discussed at least

termly with parents and the SENDCO. These targets will relate to the child's main area of need and will be signed by teachers, parents and the pupil.

SEND children will also have a SEN passport created, which is a document outlining key information about the pupil, such as a summary of needs, strengths, barriers to learning, attainment and progress, strategies to support the pupil and teaching and learning recommendations. This is created by the teacher and reviewed termly. It is available for any staff member working with the child to view and shared with parents.

Where a child's needs present as behavioural, emotional or social and require further intervention, an individual behaviour plan will be written in collaboration with parents and the class teacher. Where appropriate, this will be shared with the pupil. Behaviours will be recorded and monitored.

For all pupils, we will keep records of school made referrals, minutes of meetings held as relevant, documents received from outside agencies, including recommendations and personalised support plans in an electronic file. Records of school and external provision will be entered on a whole school provision map created by the SENCO.

On review of each child's SEND provision, outcomes of the target setting – monitoring – evaluation process will inform next steps.

Review

We will review school support plans and behaviour support plans at least termly with parents. Interventions will be monitored and assessed by teachers more frequently to ensure they are having a definite impact on a child's progress. Following reviews, adaptations will be made as needed. Provision for a child is not limited to the targets set on their school support plan.

Requesting an Education, Health and Care Plan

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, the child's needs remain a significant cause for concern.

An Education, Health and Care Plan assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Interventions and strategies implemented and their impact
- Records and outcomes of reviews undertaken
- Impact of school support plans
- Information on the pupil's health and relevant medical history
- Any professional reports, e.g. Educational Psychologist Report, social care, health
- Level of achievement and progress in Reading/Writing/Maths
- The views of school
- The views of parents
- The views of the child

- Information about presentation and behaviour
- Any other involvement by professionals

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Guidance around applying for an EHCP in Stockton-on-Tees can be found here:

<https://www.stockton.gov.uk/article/10333/SEND-local-offer-How-to-request-an-Education-Health-Care-EHC-Assessment>

Review of EHCP

Plans must be reviewed annually. The Local Authority (LA) informs the school at the beginning of each school term of the pupils requiring reviews. The Head teacher, alongside the SENDCo will organise and attend these reviews and invite:

- The child's parent/s
- The child, if appropriate
- The teacher, or support staff if relevant
- Any other professionals directly working with the child
- Any other person the LA considers appropriate
- Any other person the Head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets
- Review the provision made for the pupil
- Consider the child's development in the context of the National Curriculum and levels of attainment and progress against age appropriate expectations
- Enable each person in attendance to contribute to the EHCP
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having special educational needs. Pupils with special educational needs, but without an EHCP, must be treated as fairly as all other applicants for admission. (SEND Code of Practice 1:33).

Allocation of resources

The Head Teacher, working alongside 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 funding has been allocated to support special educational needs. The Head teacher and the SENDCo meet regularly to agree on how to use funds.

School SEND System & Record Keeping

The school will record the steps taken to meet pupils' individual needs. Teaching staff will have access to these records, saved in a child's electronic file and take responsibility for updating these.

The school SEN electronic system comprises of:

- Provision mapping
- SEN Support Plans
- SEN passports
- Behaviour support plans
- EHCPs
- Recording of relevant incidents and chronology
- Tracking of interventions, progress and attainment
- Records from other professionals

Professional Development Records

The school's electronic system also serves as a readily accessible point of reference for the following:

- Current SEND register
- Blank and completed support service referral forms;
- A calendar of appointment dates
- SEND definitions and guidance
- SEND policy
- SEND information report
- SEND Local offer

Partnership with parents

Levendale Primary School firmly believes in developing strong partnership with parents and carers to enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in this partnership. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. As detailed in the SEN Code of Practice (2015) 6.65: *Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review the progress. Alongside this, there should be a discussion about the activities and support that will help them achieve and identify the responsibilities of the parent, the pupil and the school.*

Parents of SEND pupils will be offered three consultations with the class teacher, per year. In addition to this, they will be able to book meetings with Class Teacher and SENDCo as necessary.

Via the website, parents will be made aware of the following support services available in the Stockton Local Area.

Special Educational Needs and Disabilities Information and Advice Service (SENDIASS):

<https://www.stockton.gov.uk/SEND-IASS-for-parents-and-carers>

Parents should also be made aware of the Stockton Local Offer:

<https://www.stockton.gov.uk/article/10259/Welcome-to-Stockton-on-Tees-Borough-Council-s-Local-Offer>

Complaints Procedure

In the first instance, concerns should be raised with class teachers or the SENCO to enable a resolution. The Head Teacher may also be contacted if the concern is not easily resolved. The school's complaints policy is on the school website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements.

Transfer and transition

Where a SEND pupil leaves school during the academic year, all SEND information recorded about the pupil will be transferred to the receiving school. Levendale's SENDCo will also be available to speak to the SENDCo at the receiving school. When a pupil enters the school, Levendale's SENCO, Mrs Henderson will ensure that all relevant information has been shared and will contact the previous school.

Year 6 Autumn term SEND and EHCP reviews will indicate the provision that is likely to be required in Secondary school. As part of the Year 6 transition process, the SENCO of the receiving Secondary school will be invited to meet with Levendale school staff and provide an input, thus enabling the receiving school to plan appropriately for transition to secondary school. Enhanced transition may be planned for and additional visits by those children on the SEND register, and their parents may be included as part of the process.

Working with other agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services may support the school with SEND pupils:

- Educational psychologist
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- The Local Authority, including specialist teachers, assessments and applications for higher needs funding
- Health Services
- Social Services
- CAMHS

SEND Policy review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.