

LENT RISE SCHOOL





SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Author / staff lead: Mr R Jenkins (National Award for SEN 2014)

Abstract:

This policy sets out Lent Rise School's commitment to and methods for supporting children with Special Educational Needs and Disabilities.

Approved by:	Mrs M Young Chair of Governors		15/01/2019
Approved by:	Mrs J Watson Headteacher		15/01/2019
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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25, January 2015. 3.66:

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25, January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)
- This policy was created by the school's SENDCOs with the SEND Governor in liaison with the SLT, all staff and parents/carers of pupils with SEND.

LENT RISE SCHOOL

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

MISSION STATEMENT

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

SPECIAL EDUCATIONAL NEEDS

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in Chapter 6, paragraph 6.28 onwards in the SEND Code of Practice, 2015

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

- Many children, at some time in their school career, will have special educational needs of some kind. The difficulties a child may experience can vary, and may involve problems in one area, or in several areas. Some children will need help and support for all of the time they are at school, while others may only need help for a short time.

What is NOT SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying any behavioural issues as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour is described as an underlying response to a need.

A Graduated Approach to SEN Support

The Special Needs Register is kept and maintained by the SENDCO. It shows any change of status and is a precise record of the number of children at each stage.

Once a child is identified as having special educational needs, they are VERY closely monitored throughout their years at Lent Rise School.

The criteria for 'entering' a pupil on the SEND record may include;

- Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching)
- The class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated work for individual pupils, is the first step in responding to pupils who have or may have SEN.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify

and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

- The teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment.
- For higher levels of need, the school draws on more specialised assessments from external agencies and professionals.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Our aims in respect of Special Educational Needs at Lent Rise are:

- (a) To have a curriculum which is accessible to and includes all pupils, and which matches their individual needs.
- (b) To ensure that the requirements of those pupils with Special Educational Needs are met.
- (c) To ensure the early identification and assessment of children's needs and to act upon the results of such identification.
- (d) To ensure that children with Special Educational Needs receive a broad and balanced curriculum.
- (e) To ensure that all children with Special Educational Needs join in all school activities as far as possible.
- (f) To provide differentiated work to take account of the needs of gifted children as well as those with learning difficulties.
- (g) To ensure that the atmosphere in the school promotes a happy, sensitive and secure environment to enable the most effective learning.
- (h) To ensure that the school aims to encourage parents as partners in the learning process for their children.
- (i) To appreciate that notable achievements can be made by all pupils and these should be recognised and recorded.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

All children with special educational needs have a Provision Map. Provision Maps (PMs) at Lent Rise are written by the class teacher and reviewed in consultation with the pupil, parent, SENDCO and any other agencies involved. When writing a PM, all of the extra support that a child receives is detailed to give a clear picture of how their learning is supported. All children within the school are given termly targets to work towards and for SEND children, these work alongside their PMs. These are also reviewed on a regular basis in consultation with the pupil, parent, SENDCO and any other agencies involved, as appropriate.

The range of provision may include:

- * in class support for small groups with an additional teacher or Teaching Assistant (TA)
- * Small group withdrawal with TA, CT, or Learning Mentor LM.
- * individual class support / individual withdrawal
- * further differentiation of resources
- * homework/learning support club
- * Interventions (Booster/Gap Busting)
- * Provision of alternative learning materials/ special equipment
- * Group support
- * Provision of additional adult time in devising interventions and monitoring their effectiveness
- * Additional time in assessment tests
- * Staff development/training to undertake more effective strategies
- * Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

MONITORING AND TRACKING

All children are screened in the Reception class on entry to school, and a Foundation Stage profile is obtained. Transition records are received from nurseries and these are used to monitor the transition between nursery and Lent Rise School. Parents are also asked to complete a questionnaire regarding many aspects of their child to help to build a picture of each child before they begin at school.

We believe that it is essential to identify any problems a pupil may have as early as possible. Therefore, throughout their school career at Lent Rise, a pupil's progress is continuously monitored and tracked. Every pupil's progress is assessed every half term. This helps to highlight any problems immediately, identifies any children who may be slipping behind and ensures careful monitoring of progress. As soon as any problems are highlighted, appropriate early intervention is taken to support pupils in the learning process.

In addition to the half termly monitoring and tracking systems in place, children are also formally screened. This adds to the picture of the child and the progress that they are making.

Whilst 6+ screening and other tests are good indicators of ability, the results, together with our own criteria, the views of the SENDCO and teacher assessment,

(which we place very highly) all play an important part in the process of identifying children who may have special educational needs.

New children admitted to the school, other than at Reception level, have their reading and spelling tested by their class teacher. If their reading or spelling ages are significantly below the child's chronological age (i.e. one year below), records from the child's previous school are checked for evidence of learning difficulties. If there is any cause for concern regarding a child's progress, parents are informed immediately and invited to discuss their child's learning and possible needs. Following this, an internal referral form will be completed by the class teacher detailing the areas that are causing concern. This will then be discussed with the parent and passed to the SENDCO. The decision regarding the next course of action involves discussions between the SENDCO, class teacher, parent and pupil.

As a matter of course, a Reading Test and Graded Spelling Test are administered to all children every September and March.

At 6+, children who obtain no score on the reading test and know less than 75% letter sounds are automatically deemed "of concern" and are usually supported through School Support.

Where further assessment of children is necessary, this is done by the SENDCO. Such assessments feed directly into School Support. If 4-6 months progress is not made and the child is 12-18 months behind with his/her reading age, then it will be necessary to involve outside agencies and support the child through School Support.

It may be necessary to use records, such as a medical and academic from other agencies and institutions. Class teachers and the SENDCO meet with parents on a regular basis (at least once a term) to discuss their child's progress and gather information.

The Special Needs Register is maintained by the SENDCO and reviewed on a termly basis with the teachers concerned. Parents are kept fully informed of their child's progress throughout their time at Lent Rise, including with regards to any special educational needs their child may have and any intervention which is taking place.

RESOURCES

The SENDCO has a range of varied materials for use with Special Needs children. However, curriculum co-ordinators are aware of the need to differentiate work within the classroom, in their subject, and to build up a stock of suitable resources for doing this.

Our Specialist Learning Teacher, Penny Thickett, is consulted whenever the need for specialist resources arises. This may be for materials, advice or guidance.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil 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.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- * Matched to the longer-term objectives set in the EHCP
- * Of shorter term
- * Established through parental/pupil consultation
- * Set out in an Action Plan
- * Implemented in the classroom
- * Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- * The pupil's parent
- * The pupil if appropriate
- * The relevant teacher
- * A representative of the SEN Inclusion and Assessment Team
- * The Educational Psychologist
- * Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- * Assess the pupil's progress in relation to the objectives on the EHCP
- * Review the provision made to meet the pupil's need as identified in the EHCP
- * Consider the appropriateness of the existing EHCP in relation to the pupil's progress during the year, and whether to cease, continue, or amend it
- * If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child

- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adults
- Annual reviews

SUPPORTING PUPILS AND FAMILIES

- Please refer to Bucks LA Local Offer - www.bucksfamilyinfo.org
- We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Hearing Specialist, Speech and Language Therapy Service, Community Health Service, Family Support and Safeguarding and CAMHS.
- Admission arrangements can they be found on the school's website
- SEND children are able to access exams and other assessments - If special arrangements are needed this can be applied for by the SENDCo/Headteacher.
- Transition meetings with Secondary Schools are held in the Summer Term. Additional meetings and visits for SEND children and their parents can be arranged by the SENDCo if required.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- Training needs of staff are identified through the school's self-evaluation process.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LAs SENDCO meetings in order to keep up to date with local and national updates in SEND.

Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

MONITORING AND EVALUATION OF SEND

The school's SENDCO is Mr Robert Jenkins.

The named Governor with responsibility for SEND is Mrs Nalini Miligan. Her specific responsibilities include:

1. Liaising with the school SENDCO.
2. Taking an active part in reviewing the SEND Policy.
3. Ensuring the provision is directly related to need.
4. Ensuring that there is sufficient finance and support to guarantee the effective operation of the Policy.

The school's SENDCo is also the Inclusion Co-ordinator. The headteacher and SENDCO are responsible for Child Protection within the school. Further details of the planned strategies and systems the school has in place to promote inclusion can be found in the 'Inclusion' policy. Details of how the school deals with Child Protection issues can be found in the 'Child Protection' policy.

ROLE OF THE SPECIAL NEEDS + DISABILITY CO-ORDINATOR

Assist with identifying and monitoring those children with special needs – whatever those needs may be, for example: specific learning difficulties, able children, children with physical or medical difficulties, etc.

- Ensure that, after consultation with the class teacher, the programme of work required for each child is relevant to their needs.
- Ensure that whatever additional resources are needed, they are available to the class teacher.
- Liaise with other staff within the school who have a role related to Special Needs and ensure that they are providing the appropriate level of support for any identified children.
- Write, or assist in the writing of, reports for outside agencies.
- Liaise with and support the input of any outside agency.

- Liaise with parents of children with special needs and ensure good communication exists between home and school.
- Provide behaviour management support.
- Work with the Headteacher to provide relevant staff development activities.

In addition to the above they are required to:

In liaison with the Headteacher, Staff and Advisory Service, prepare guidelines and schemes of work and give advice on current needs regarding meeting the requirements of each child in the school's care so as to ensure a whole school policy is in operation.

REVIEWING THE POLICY

This policy is developed through consultation with staff, parents, carers and pupils. 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. The outcomes of this review are used to inform the School Improvement Plan.

An example of a Provision Map -



LENT RISE SCHOOL



Name of Child:

Year:

EAL: Yes / No

Special Needs Support

Teacher/TA:

Date of P.M.

Date of review:

Stage	Communication & Interaction	Cognition & Learning				Behaviour, Emotional & Social Development			Sensory & Physical			
Support	SLCN	<u>Lit</u>	Spld	Num	Gen	<u>S</u>	B	E	PD	VI	MSI	HI

1 = Primary Need, 2 = Secondary Need

Weeks/time	Provision/Resources	Staff/Pupil Ratio	Staff Involved	Outcome	Review
12	Catch Up – reading programme	1-1	PH/MM	Improved RA Salford Jan '15	
12	Social Skills Group - Socially Speaking book	1-6	SENCO	review initial assessment for progress	

Parental Contribution:

Signature

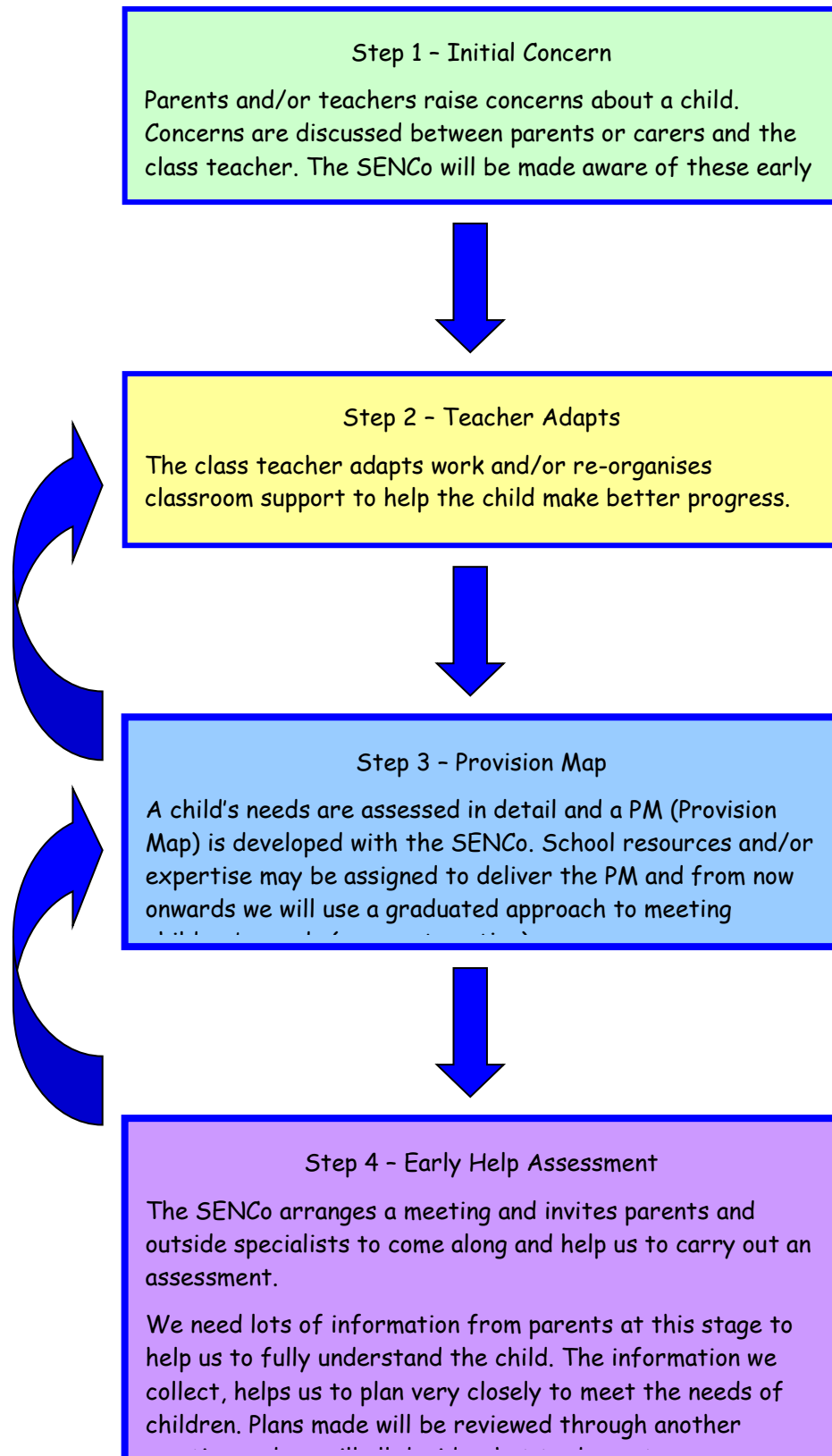
Parent (this can be put into bottom boxes when space)

Child

Teacher

Lent Rise - SEND Flow Chart

Here is a flow chart showing the steps we take to support children with SEND. We only move from one step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.





Step 5 - Education and Health Care Plan

If it has been agreed by everyone at step 4, we will apply for an EHCP (Education and Health Care Plan) from the County. This replaces the old 'Statement of Special Educational Needs' and is where the County assesses a child's needs and gives the school extra resources to help us to support that child's learning and development. This process takes around 16-20 weeks from start to finish.



Step 6 - EHCP is in place

Once we have the EHCP, parents will have a copy and have chance to come into school to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working
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The flow chart mentions that we have a graduated approach to managing provision for pupils with SEND. We use a graduated approach to supporting pupils with SEND. This involves a cycle of actions which may become more intensive in its content as it is repeated. Our graduated response cycle follows a four step system. First we **assess** pupils needs, then we **plan** to meet those needs. Next we **do** what we have planned and then we **review** what has happened before we begin the process again.

1. **assess**
2. **plan**
3. **do**
4. **review**