

Lightwoods School

Policy Library

TITLE:

Special Educational Needs (SEN)

Lightwoods Primary School

Special Educational Needs Policy

Contents:**Table of Contents**

1. Aims and objectives	4
Aims.....	4
Objectives.....	4
2. Responsibility for the coordination of SEN provision	5
3. Arrangements for coordinating SEN provision	6
4. Admission arrangements	7
5. Specialist SEN provision	7
6. Facilities for pupils with SEN	7
7. Allocation of resources for pupils with SEN.....	7
8. Identification of pupils needs	7
Identification	7
A graduated approach:	8
Quality First Teaching	8
SEN Support	9
Assess	9
Review.....	10
Referral for an Education, Health and Care Plan	10
Education, Health and Care Plans [EHC Plan]	11
9. Inclusion of pupils with SEN	11
10. Evaluating the success of provision	11
11. Complaints procedure	12
12. In service training (CPD).....	12
13. Links to support services.....	12
14. Working in partnerships with parents	12
15. Links with other schools.....	12
16. Links with other agencies and voluntary organisations	13

The coalition government is reforming the way in which provision and support is made for Children and young people with special educational needs and/or disabilities in England.

New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sandwell that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) Above or would do so if special educational provision was not made for them.

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.

Mission statement

Being the best we can be together!

At Lightwoods Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include School Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS). Family network of SENDCO.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider

opportunities such as school council, residential visits, school plays, sports teams and learning buddies.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Rob Matthews
- The person co-ordinating the day to day provision of education for pupils with SEN is Jenny Wright [SENDCo]

SENDCo's role in the management and organisation of SEN provision;

- Co-ordinates, devising and writing the policy
- Oversees day to day operation of the policy
- Ensures effective information regarding the policy is provided to staff
- Maintains school's SEND register and oversees the records on all pupils with SEND
- Liaises with and advises fellow staff to offer help in the identification of a child with SEND and subsequent assessment
- Co-ordinates provision for children with SEND
- Discusses with class teachers the modification of learning materials, appropriate teaching methods and curriculum and the adoption of special strategies
- Helps and advises staff in collecting and using relevant materials; supporting teachers in monitoring pupils' progress
- Liaises with parents of children with SEND and offers help and support in the recognition of their child's special needs
- Contributes to the in-service training of staff
- Timetables support staff to work with children
- Monitors targets and class inclusion folders
- Liaises with external agencies
- Liaises with the designated SEND governor who will report to governors
- Keeps Head Teacher/Deputy informed
- Determines the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
- Promotes an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation.
- Liaises with colleagues, parents/carers and outside agencies.
- Oversees provision for looked after children, and other identifiable groups who need support.
- Manages, supports and monitors the work of the support staff
- Determines school policy with staff and governors
- Determines staffing and funding arrangements with governors
- Ensures full staff participation in policy development through regular monitoring and evaluation
- Ensures confidentiality of information as appropriate
- Leads annual review of children with Educational, Health Care plans
- Ensures governing body in informed on SEND issues

Class teacher's role;

- A clear awareness of the needs of all their pupils and delivery of an appropriately differentiated curriculum to cater for their needs. They have overall responsibility for ensuring the progress of children with SEND
- Raising concerns/request a child be placed on the school SEND register, if appropriate
- Gathering initial information after raising a concern
- Planning and progress against Sandwell Skills Ladders/NC
- Liaising with the SENDCo regarding all children with Special Educational Needs
- Reviewing and setting new targets on a termly basis for pupils on the school SEND register
- Ensuring that pupils are aware of new targets and that they have a clear understanding of what they are to achieve
- Ensuring ITP's/All About Me Plans are shared with parents and where appropriate children
- Working with all adults to ensure quality practice and support for children with SEND
- Keeping parents informed
- Responsible for the assessing the progress of children in their class in consultation with other adults who may work with each child

Support Staff role;

- Ensure that targets are shared with children during intervention sessions
- Collect evidence from interventions carried out to support Sandwell Skills Ladders assessment.
- Raise concerns about children that they work with during 1:1 sessions or support, as part of a group, in class, to class teachers, directly to SENDCo or via support staff meetings.
- Feed back to class teachers / SENDCo with children's progress during and following interventions.

The Governors' role;

- Determine school policy with Head of School and staff, and evaluate the success of the education, which is provided in the school for pupils with SEND
- Determine staffing and funding arrangements for pupils with SEND
- Have regard to the DfES/SEN Code of practice
- Have regard to the accessibility plan and disability scheme

3. Arrangements for coordinating SEN provision

The SENDCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Lightwoods Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their IEP's.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Sandwell's SEND Local Offer
- Bespoke and updated SEND training

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the

individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Lightwoods Primary recognises that each child has unique needs and welcomes all children irrespective of intellectual, physical, social or emotional need. We will endeavour to provide an effective, high quality educational experience provided the appropriate level of facilities is available to meet their individual needs. The SEND policy document will be used in conjunction with other school policies to ensure and determine how children can be best provided for.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

Resources are allocated for special and additional needs through the SEN delegated budget received in school. The SENDCo, in consultation with the Head of School, is responsible for the use of these resources and the deployment of support staff.

8. Identification of pupils needs Identification

In order to ensure efficient use of resources and adherence to the aims and objectives of the school, a system of early identification and intervention is employed. The school plans for children with targeted and specialist SEND needs, in line with the Code of Practice for Special Educational Needs 2014.

For those children whose progress is of concern but who are not deemed appropriate to be placed on the SEND register, staff will informally monitor them and keep the SENDCO informed of any issues arising.

Identification/initial information gathering

The class teacher, parents or others may raise a concern. There are four main areas of concern, though these are often inter-related. It should be remembered that each child is unique.

The four areas of need are as follows:

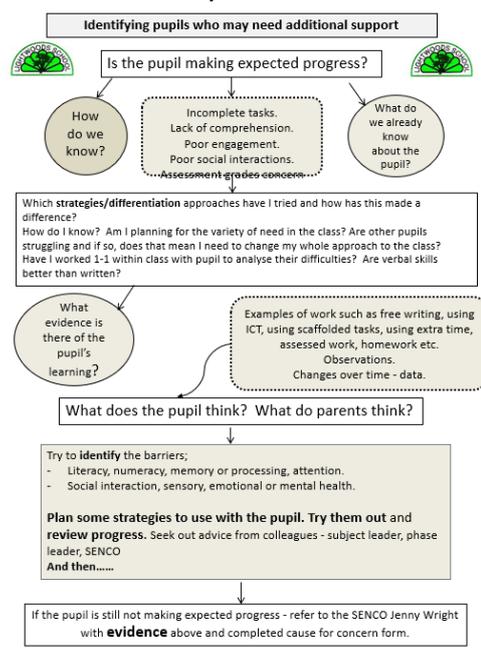
- Cognition and learning difficulties
- Communication and interaction difficulties
- Emotional, behavioural and social difficulties
- Physical, medical and sensory difficulties

To help identify children who may have SEN, their progress can be measured by:

- The child's performance monitored by the class teacher as part of ongoing assessment
- Outcomes from Early Learning Goals
- Child's progress against objectives specified in the National Curriculum
- Standardised screening or assessment tools
- Progress against the Sandwell Skills Ladders

Raising a concern

When a teacher finds that a child is not responding as expected, or is having increasing difficulties in learning or behaviour they will:



A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and Age Related Expectations will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) (c) (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings and additional meetings are used to monitor and assess the progress being made by children and new targets shared and discussed in partnership.

SEN School Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. Within the SEND register there are 3 levels of support, targeted school support, specialist support and EHCP. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be gained, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly through;

- ITP/All About Me review termly meetings
- Termly Pupil Progress Meetings

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible

for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.sandwell.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on: 0121 569 8240

or by contacting the Parent Partnership Service SENDIASS on: 0121 500 4010

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Inclusion of pupils with SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. ITP's and All About Me plans are updated and reviewed termly with children and parents. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCO attends relevant SEN courses, cluster SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

15. Working in partnerships with parents

Lightwoods Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governors may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school works in partnership with feeder Secondary schools to ensure a smooth and seamless transition. For pupils transferring to specialist provision or alternate schools transition activities and meetings are arranged.

17. Links with other agencies and voluntary organisations

Lightwoods Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with the following:

- Sandwell Education Psychology Service
- Sandwell SEMH support Service
- Sandwell teaching and learning support service
- Sandwell Complex Communication Team
- Social Services
- Sandwell Children's Therapy services – Occupational therapy, Physiotherapy and Speech and Language Services
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

18. Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010. Advice for schools DfE February 2013. SEND Code of Practice 0-25 (2014) Schools SEN Information Report Regulations (2014). Statutory Guidance on Supporting pupils with medical conditions September 2014. The National Curriculum in England Key Stage 1 and 3 framework document September 2013. Safeguarding Policy. Accessibility Plan. Teachers Standards 2012.

This policy should be read in conjunction with the school's 'SEND Information Report', Local Offer and the following policies:

Supporting Pupils with Medical Conditions, Safeguarding and Anti-bullying.

The policy has been created by Miss Jenny Wright (SENDCo) This policy has been co-produced with Wendy Jackson and Rob Matthews.

Date: February 2021

This policy will be reviewed annually