



Long Lane Primary School

Special Educational Needs Development (SEND) Policy

Date	Description
5 th April 2017	Agreed by Full Governing Board

Review Schedule	2 Years
Next Review	April 2019

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Policy Statement

The specific objectives of our SEN policy are as follows:

1. to identify pupils with special educational needs and disabilities and ensure that their needs are met.
2. to ensure that children with special educational needs and disabilities have access to a broad and balanced curriculum.
3. to ensure that all learners make the best possible progress.
4. to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
5. to ensure that learners express their views and are fully involved in decisions which affect their education where ever possible.
6. to promote effective partnership and involve outside agencies where necessary.

The named SEN coordinator for the school is Mr. Peter Thorne. The Governing Board as a whole is responsible for making provision for pupils with special educational needs and assign a designated SEN Governor.

Responsibility

The Governing Board will:

- have a legal responsibility for ensuring provision for children with SEND and are kept informed by the Special Needs Governor. They need to:
- determine the schools policy and approach towards provision for pupils with SEND.
- monitor and review the SEND policy (SEN Information Report).
- establish appropriate staffing and funding arrangements to support pupils with SEND.
- ensure that there is a qualified teacher designated as SENCO for the school.

The Headteacher will:

- have overall responsibility for the day-to-day management of the provision for children with SEND.
- inform the Governing Board of how the funding allocated to support Special Educational Needs has been deployed.
- liaise with the SENCo and SLT to ensure all staff have a clear understanding of SEND provision at Long Lane.
- liaise with external agencies when necessary.
- track and monitor the progress of children with SEND in conjunction with the SENCo and class teachers.

The Special Needs Co-ordinator will:

- have day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- oversee the day-to-day operation of the school's SEN policy
- co-ordinate provision for children with SEN
- advise on the graduated approach to providing SEN support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

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- ensure that the school keeps the records of all pupils with SEN up to date

The Class Teacher will:

- be primarily responsible for the SEN children in their classes. Where a pupil is identified as having SEN, teachers should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle known as the graduated approach “assess, plan, do and review”.
- Complete a “Class Teacher SEND” form when they have identified a learning need, or a concern is raised by a parent.
- use advice and support materials from outside professionals.
- write and maintain a Support and Achievement Plan (formally IEP). This will be reviewed with the parents at least 3 times a year.
- record on SIMS in good time, all support provided, teaching strategies, interventions and communication with parents.
- remain responsible for working with the child. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil.
- make sure that parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- work with the SENCO, should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- liaise with the SENCO to implement and review EHC plans.
- maintain an Annual Support and Achievement Plan for children with a medical diagnosis, or those on the SEN register that do not require a termly SAP.

The Pupil will:

- be involved at all stages of the Special Needs process ensuring their views have been taken into account. He/She may be involved in planning and reviewing their progress and setting targets when possible.

The Teaching Assistants will:

- provide support to the class teacher in delivering some aspects of individual SAPs.
- be included in reviews of SAPs and annual reviews, and give feedback from their work with the children (where necessary).

Aims

At Long Lane Primary School we are committed, in line with our vision statement, to offering an inclusive curriculum. This ensures the best possible progress for all of our pupils whatever their needs or abilities and regardless of their race or gender. Pupils have a special educational need if:

‘...they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

...he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or 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.’ Special Educational Needs: Code of Practice. (DfE, 2015 p.15)

‘ special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools’

Special Educational Needs: Code of Practice. (DfE, 2015 p.16)

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Guidance and Procedures

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled 'SEN Guidance and Procedures'.

SEND Procedures and Guidelines

Admission Arrangements

The Governing Board has agreed with the LA **admissions criteria** which does not discriminate against pupils with special education needs or disabilities and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Identification and Assessment

It is recognised that early identification of a child displaying difficulties in their learning is vital.

1. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help.
2. The class teacher completes a 'Class Teacher SEND Assessment' form for the child detailing what the concerns are and the measures that are being used within the classroom to address these concerns.
3. The SENCO reviews the SEND assessment form and places the child on the "cause for concern" register.
4. The class teacher assesses the child's progress as a result of these short-term interventions. If limited progress is made, the SENCO is consulted and further action taken.
5. The class teacher, child and parents, plan an appropriate programme of intervention and support. The SENCO is informed and involved where necessary.

In accordance with the revised Code of Practice the school uses a stage model to respond to children's Special Educational Needs:-

Class Teacher SEND assessment

The class teacher completes a form highlighting the concerns they have about a child. They detail what specific action they will take to boost their progress. This short-term support is carefully monitored. The child joins the "cause for concern" register.

Cause for Concern

After 2 cycles of Class Teacher SEND Assessment and very little progress is being made. The class teacher and SENCO will liaise on devising a new strategy, which may involve seeking advice from external agencies. The child will be placed on the SEN register and parents informed.

SEN support

If it is found that the child has a significantly greater difficulty in learning than the majority of others of the same age, or 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, the child will be placed on the SEN register. The class teacher will write a Support and Achievement Plan (SAP) and carefully monitor a child's progress. The teacher and SENCO may be supported by outside agencies. *(These may include: Educational Psychologists, The Learning Support Team, Autism Outreach, and others)*

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Education, Health and Care Plan (EHC Plan)

The school or parents complete a multi-professional assessment form detailing their concerns and including the reports of professionals involved with the child. A statutory request for an EHC is only completed following evidence of significant and persistent difficulties during a longer term period of time despite planned, targeted intervention. The LA considers the need for an EHC and may order multi-disciplinary assessment.

The LA may issue a formal Education and Healthcare. Once a child has an EHC, an annual review organised by the SENCO will be arranged on a yearly basis. Involvement from all professionals involved will be sought.

A clear, common system of record keeping and communication is established within the school, co-ordinated by the SENCO. All class teachers record communication with parents and other professionals, interventions, SAPs and all other concerns on SIMS.

Access to the Curriculum

High Quality First Teaching is the most effective strategy used to improve outcomes of children with SEN. If children are withdrawn to work in one-to-one sessions, this is done so without detriment to any other subject in the school curriculum.

The SAP is drafted by the class teacher, in consultation with the SENCO and TA. Both Parents and the child should be involved in writing the plan.

The SAP will set targets for the pupil and will detail:

- the short-term measurable targets set for or by the child
- Strengths of the child
- the teaching strategies to be used
- the provision to be put in place (daily classroom based and interventions)
- when the plan is to be reviewed
- success criteria

Partnership with parents

At all stages of the Special Needs process, the school keeps parents fully informed and involved by:

- encouraging parents to make an active contribution to their child's education
- having regular meetings to share the progress of special needs children with their parents.
- informing the parents of any outside intervention
- providing information about the parent partnership service (an independent organisation where parents can receive support and advice).

Procedures for Complaint

The school's complaint procedures are set out in the school prospectus. In the first instance discussion should be with the class teacher and/or SENCO. If the query is unresolved it should then be referred to the Headteacher and SEN governor.

If the issue cannot be resolved by the usual school procedures an independent disagreement resolution can be sought. Information about this process is available on request.

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Outside Agencies

If a child makes little or no progress in spite of our intervention fresh advice and ideas are sought from other agencies. Other agencies may include:

Educational Psychology Service
Educational Welfare Officer
Cognition and Learning Team
Behaviour Support Team
Pre-School Teacher Counselling Service
Sensory Consortium Service
Language and Literacy Centres
School Nurse
Brookfields Special School
Speech and Language Therapist
Occupational Therapist
Child and Adolescent Mental Health Service

Policy Review and Implementation

To determine whether the aims have been met evaluation will include:

- Monitoring of children and movement of children within the graduated response.
- Regular assessment and tracking of progress with the use of SATs, optional SATs results and NFER assessments.
- Review of evidence for indications that strategies and approaches working.
- Reference to SAPs and their effectiveness in meeting the child's' needs.
- Reviewing of availability and appropriateness of resources and staffing levels through discussion/feedback/recording
- Reviewing and monitoring SENCO role through appraisals and target setting.
- Regular assessment and tracking of progress with the use of SAT's, optional SAT's results and NFER assessments.

Glossary:

IEP - Individual Education Plan
SAP - Support and Achievement Plan
TA - Teaching assistant
SAT - Standard Assessment Test
SEN - Special Educational Need
SENCO - Special Educational Needs Co-ordinator
NFER - National Foundation for Educational Research
EAL - English as an Additional Language
LA - Local Authority
EHC - Education, Health and Care Plan