



Special Educational Needs & Disability Policy

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Next review October 2024

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1. Legislation

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 (January 2015).

(SEND Code of practice 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

2. Definitions

We use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: *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.*

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 most 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 a mainstream school.

Special educational provision is education or training that is additional to, or different from, that made generally for other children or young people of the same age at school.

The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas.

Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autism, developmental language disorder (DLD)

Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)

Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

These four broad areas of need give an overview of the range of needs that are planned for. The purpose of identification is to ensure that the school makes informed decisions about any provision that is required to best meet a pupil's needs. All aspects of the pupil's learning profile will be considered and parents and the pupil themselves fully involved in this process.

It is important that it is recognised that many other factors, not just SEND, can impact pupil progress and achievement such as attendance and punctuality, health and welfare, EAL (English as an Additional Language).

3. Aims

Lethbridge School aims to:

- Meet and respond to all children's needs through quality first teaching, differentiated for individual pupils, and effective provision and intervention.
- Identify children's needs as soon as possible
- Create an atmosphere of encouragement, self-confidence and motivation
- Raise the aspirations and expectations for all pupils with SEND
- Use a person-centred approach which focuses on outcomes and is matched to individual need, working in partnership with parents or carers and the pupil themselves, seeking their views and taking them into account when planning provision
- Provide full access to a broad, balanced and relevant curriculum, including Early Years Foundation Stage and National Curriculum
- Make provision for all children to receive the support best suited to their needs within the constraints of the available resources
- Involve and update parents-through parents' evenings (two) and end of year reports. Plus, an annual review for pupils with an Education Health and care plan (EHCP)
- Make use of the Swindon Core Standards which outline the Local Authority's expectations of education providers in relation to the identification of SEND and the provision for pupils with SEND
- Use a provision mapping system to assess the impact of interventions and monitor each child's progress. The provision map will be reviewed three times a year.
- Work closely with all agencies concerned to achieve a multi-disciplinary approach to resolving issues and achieving outcomes.
- Use the Early Help Process where appropriate to ensure that where issues may be more complex children with SEND have access to support as soon as possible through engagement with outside agencies etc.

4. Roles and Responsibilities

The Headteacher will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

The SEND governor will:

- work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- monitor the quality and effectiveness of SEND policy within the school and update the governing board on this
- help to raise awareness of SEND issues at governing board meetings
- ensure that the SENCO has sufficient time and resources to carry out these functions.

The SENDCO will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of SEND provision to support individual pupils with SEND, including those who have EHC plans.
- maintaining the SEND register, oversee the provision map
- monitoring the implementation and effectiveness of the SEND policy
- advise on the graduated approach to providing SEND support.
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- provide professional guidance to colleagues and work with staff, parents, external agencies and the local authority to ensure that pupils with SEND receive appropriate support and high quality teaching.
- advise on the use of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaise with other schools to ensure a smooth transition of SEND pupils either transferring in or out of Lethbridge Primary.
- ensure the school keeps the records of all pupils with SEND up to date.
- arrange and chair meetings with parents/carers and outside agencies as necessary, including annual reviews.
- reports to the Governors annually

Each class teacher will:

- be responsible and accountable for the attainment, progress and development of the pupils in their class, including outcomes for those who have SEN.
- ensure they follow this SEND policy and the assess, plan, do, review approach to supporting learning and evaluating progress.
- plan and deliver quality first teaching, making any reasonable adjustments and adapt teaching to support pupils' education at different stages of development

- complete and maintain relevant SEND records using the Swindon Core standards (e.g. needs checker, provision checklist)
- attend SEND meetings with the SENCO to review the progress and development of SEND pupils and implement appropriate provision to meet pupils' needs.
- work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- hold additional meetings with parents on request and report back on a pupil's progress as necessary
- contribute towards an Early Help Record and plan (EHRP), a request for additional funding or a statutory assessment request for an Education Health Care Plan (EHCP).
- reviewing outcomes for EHCP pupils through the annual review.

5. Our approach to supporting pupils with SEND

- SEN support takes the form of a four-part cycle **Assess; Plan; Do; Review**. This is known as the graduated approach.
- **Assess:** A variety of methods, depending on the age of the pupil and the area of need, will be used to make assessments to give objective information about a pupil and any difficulties they may be having. These assessments will be in line with the school's assessment policy such as the termly progress meetings which are held between class teachers and Senior Leaders where pupils who are not making expected progress are identified. Core Standards documentation will be used to identify key areas of concern and to begin to quantify these concerns. Concerns may also be raised by previous settings, outside agencies or parents.
- **Plan:** The information gathered during the assessments will be used to plan an appropriate programme of intervention for each pupil with clear measurable outcomes.
- **Do:** Interventions take place – these can be in the form of targeted focus in lessons in the classroom, small group work, a specific programme followed out of the classroom, 1:1 individual targeted work, adjustments to the environment or provision of specific resources.
- **Review:** The pupil's progress is reviewed against the outcomes set and further assessment may take place, thus the cycle begins again.
- Through the above process decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Where needed Core Standards documentation will be used to track the process and to support referrals to relevant outside agencies.
- The School recognises the continuing importance to keep and regularly update a Special Needs Register whereby the child's class teacher will keep parents informed of any changes.
- An Early Help Record may be used to help gather information and support recording of plans and outcomes where a pupil's needs are more complex or may involve external agencies and/or social care.
- Where a pupil's needs may require further enhanced provision then a request for a statutory assessment will be made (with parental agreement and consent) to the Local Authority which may lead to an Education Health care plan (EHCP).

The flow chart in appendix 1 demonstrates the graduated response.

6.Evaluation & Monitoring SEND provision

We do this by:

Reviewing progress data (3 times per year).

Reviewing the provision maps (3 times per year)

Using pupil voice

Learning walks, book looks and discussion with staff, pupils and parents.

Holding annual reviews for pupils with EHC plans

7. Criteria for exiting the SEND register.

If a pupil has made progress such that their attainment/progress is no longer of a concern, they no longer require 'additional to or different' support and are working within age related expectations and no longer meet the SEND criteria then they can be removed from the SEND Register following discussion with parents, carers.

All pupils with an EHCP will remain on the register unless it is agreed at an annual review to recommend the EHCP be ceased.

8. Partnership with Parents and Carers

Lethbridge Primary School values a successful partnership with parents and carers of children with SEND and recognises the important implications for the child's educational progress.

The School will record and act upon concerns expressed by parents and carers.

The school runs an informal termly SENCO drop in appointment system whereby any parent can request a meeting with the SENCO and class teacher to discuss concerns. These meetings can be used flexibly for families to plan how school can best meet their and their child's needs.

9. Partnership with Pupils

'Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'.

See Articles 12 and 13, the United Nations Convention on the Rights of the Child

Lethbridge Primary School believes that it is beneficial for all children to be involved in making decisions right from the start and the ways in which they are encouraged to participate should develop to reflect their evolving maturity. It is aware of the particular importance of the right of children with SEND to be involved in making decisions and exercising choice. ~~One-Page Profiles and All About Me~~ proformas are used to sensitively seek pupil views and to raise the profile of pupil voice in meetings.

10. Partnership with the Support Services

Lethbridge Primary School recognises the important role the support services play in helping to identify, assess and make provision for children with SEND. The school fully engages with local early help systems and acts as professional lead for pupils where appropriate. Through the Local Offer the school fully engages with all appropriate support services. See

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindonsendlocal-offer/>

Outside Agencies/Support Services regularly accessed by the school:

- Autistic Spectrum Condition outreach team (SASS)
- Child and Adolescent Mental Health Service (CAMHS)
- Targeted Mental Health Services (TaMHs)
- Educational Psychologist
- Hearing Impairment team
- Visual Impairment team.
- Physical Impairment team

- Neuro Developmental Conditions team (Community Paediatrics)
- Occupational Therapist
- Physiotherapist
- School Nurse
- Lighthouse who offer Social Emotional and Mental Health Support
- Special Educational Needs and Disabilities Information and Advice Service (SENDIASS)
- Cognition and Learning Advisory Support Service
- Speech and Language Therapy (SALT)
- Swindon Assistive Technology Service
- Swindon SEND Families Voice

11. Staffing, expertise and training

The School aims to promote sharing of ideas and strategies to support good practice in SEND. Where provision and resourcing are available the School will further the professional development of the SENCO, teachers, support staff and governors by providing relevant training within school and supporting their attendance on courses organised by outside agencies.

Publicised SEND courses will be brought to the attention of the appropriate staff by the CPD Lead or the SENCO.

Support staff will be encouraged to participate in nationally recognised training to enhance their skills and consolidate their role as a valued professional.

The SENCO will provide opportunities for all staff to seek regular advice and discuss the SEND of individual children.

12. Access Facilities

Improvements to the environment and its accessibility for pupils and all members of the School community are included in the development plan for the remodelling of the School site and will be in accordance with the recommendations found in the Disability Discrimination Act 2005 'Schools Access Initiative' strategy and the Disability Equality Act 2020.

13. Resources

The learning environment and the organisation of support for children with SEND are determined by the availability of resources, both human and material.

The School will ensure that children with SEND receive appropriate provision for example, through the provision of staff training, additional, books, materials, staffing and equipment. It is at the discretion of the governing body as to how the money is allocated. Ways in which children with SEND have benefited will be recorded on the School's Provision Mapping system as well as in annual review documentation for pupils with EHCPs.

14. Admissions

At Lethbridge Primary School we welcome all children, whatever their needs and abilities.

The School's admissions policy is guided by the Education Act 1996 where there is a clear expectation that pupils with SEND will be included in mainstream schools. School admissions for reception to year 6 are carried out by Swindon Borough Council (www.swindon.gov.uk). The admission of pupils with an EHCP is managed by the Swindon SEND service assessment team.

The school will admit pupils with already identified special educational needs, as well as making provision for pupils not previously identified as having SEN.

The School may not refuse to admit a child because they feel unable to cater for their special educational needs, notwithstanding the Code of Practice statement:

it may not always be possible to take reasonable steps to prevent a mainstream place being incompatible with the efficient education of others.

Where Lethbridge Primary School is named in a child's EHCP, it has a duty to admit the child to the school

15. Concerns and complaints.

If parents have any queries regarding concerns regarding their child's needs and provision, they should contact their child's class teacher in the first instance to see if the matter can be resolved this way. If parents are not satisfied with the outcome, they may wish to take their concern to the headteacher or may be referred to the school's complaint policy. Full details about handling complaints are found in the Complaints Procedure on the school website.

Appendix 1. **SEND GRADUATED APPROACH AT LETHBRIDGE PRIMARY SCHOOL**

Teacher/parent has concerns about pupil's progress/ needs/ barriers to learning

