

White Laith Primary School

Policy for Special Educational Needs and Disability (SEND)

SENCO (SEND Coordinator): Janice Turvey

Agreed by Governing body: December 2022

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This Policy is provided in accordance with The Children and Families Act 2014. A SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice, including a guide for parents and carers can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Policy also follows the guidance determined in The Special Educational Needs and Disability Regulations 2014

http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

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 an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view this pathway on Leeds City Council's SEND Local Offer website:

<https://leedslocaloffer.org.uk/#!/model/page/service/6460>

Definition of special educational needs

In this policy, 'special educational needs and disabilities' (SEND) refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice (DfES, 2014) says children have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Introduction

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as SEND according to national guidelines.

Aims and objectives

The aim of our Special Educational Needs Policy is to ensure that:

- All pupils with SEND have their needs assessed and identified at the earliest stage possible in order that they achieve their potential, are challenged and able to develop their abilities to the full.
- All pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- We encourage and facilitate children to think and work independently.
- All governors, staff, pupils and parents are aware of procedures and provision available in school.
- All our pupils have a voice in decisions made about them and their education, which includes mentoring meetings with their class teacher.
- All parents are fully involved and informed of their child's progress.
- All staff have appropriate training to teach pupils with SEND.

Our objectives are to:

- Promote early identification and assessment of children with special educational needs and disabilities.
- Monitor the progress of all pupils in order to aid identification of pupils with SEND, and to ensure that children with SEND are able to achieve their full potential.
- Provide a fully inclusive environment with appropriate provision which removes the barriers to learning that some SEND children experience.
- Make sure that all children with SEND have full access to the National Curriculum as appropriate for them.
- Provide an environment which fosters close partnership with the children and their parents/carers.
- Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.
- Provide on-going support and advice for staff working with special educational needs pupils.

UNICEF Universal Rights of the Child

We regard the enhanced engagement with parents and children in this area as supportive of these universal rights, and our work in promoting British values. In particular in relation to:

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Principles

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The SEND Code of Practice (DfES 2014) describes four broad categories of need.

These are:

- Communication and Interaction - this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

This policy aims to support all members of staff in providing positive, personalised, inclusive learning for all pupils including those with SEND. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them. In the Early Years, pupils are closely monitored to allow for early intervention to take place and to be planned for and the school employs a Speech and Language Therapist to support early intervention in the Foundation.

In some cases, outside professionals will be involved and should liaise with the school to help inform the assessments. Parental agreement is always sought before involving outside agencies.

Plan

Where it is decided to provide a pupil with SEN support, the class teacher or SENCO will discuss this decision with parents and the child is placed on the SEND 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. We use a graduated response to needs. The teacher and the SENCO agree, in

consultation with the parent and the pupil, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Adjustments are made regularly to programmes and/ or additional support to ensure maximum progress. Individual targets will be set and an individual provision map will be drawn up which will be shared with parents including at parent consultation evenings or at reviews with the SENCO. In some cases an individual support plan will be developed with support of the SENCO and shared with all staff working with the pupil. The pupil's progress will be closely monitored throughout and parents will be informed and consulted. Some pupils may have a short term need for additional support/catch-up if they have faced challenging circumstances, suffered disruptive schooling and/or been placed in care and will not automatically be placed on the SEN Register.

Do

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, along with accurate assessments to inform next steps. Class teachers should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where a child has an individual learning plan, drawn up with the support of the SENCO, the class teacher will be responsible for delivering this. The SENCO will continue to support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed as part of our assertive mentoring, assessment processes, Early Years practice or in line with a review date for children with an individual learning plan. The impact and quality of the provision will be evaluated, along with the views of the pupil and their parents. The class teacher, with support from the SENCO, should revise the provision and review targets 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. This may at times involve referring to other professionals if additional assessment and advice is needed.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

We also recognise what is not a special educational need but may impact on progress and attainment. These are:-

- 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

EHC Plans

The majority of children and young people with SEND can have their needs met through the school's existing resources without the need for an EHCP. In cases where we have taken every possible action available to identify, assess and meet the child or young person's needs but they are still not making expected progress, it may be appropriate to consider requesting an EHC assessment. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan may combine information from a variety of sources including Parents, Teachers, SENCO, Speech and Language Therapists, Social Care and 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 Professionals from education, health and social care as to whether 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.

Roles and responsibilities

The SENCO

SENCO works with parents to gain a better understanding of their child and to involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and in some cases providing feedback on their child's progress.

In our school the SENCO is Janice Turvey.

Janice Turvey provides strategic leadership through her role as Inclusion Leader and as such has responsibility for SEN and whole school intervention work (ie. that which is not additional to or different from). Janice fulfils the responsibilities required of the SENCO and, for ease of reference, is referred to as SENCO within this policy.

In our school, the SENCO:

- manages the day-to-day operation of the policy;
- maintains a register of SEN pupils
- regularly reviews the teaching arrangements for these particular children;
- monitors their progress through planned discussions with teachers including as part of Pupil Progress meetings;
- collects evidence for indications that strategies and approaches are working.
- co-ordinates the provision for children's special needs;
- supports and advises colleagues;
- enables early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom;
- oversees the records of all children with special educational needs;
- meets with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, reporting annually to the governing body (via the named Governor for SEN);
- meets regularly with the Governors
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- keeps an up to date knowledge of current practice and seek out training to further professional development
- contributes to the professional development of all staff.

The Headteacher

The Headteacher will work within the policy adopted by the governing body to:-

- Determine, organise and implement the curriculum for the school, including that for children with special educational needs.
- Determine, organise and implement the procedures for identification, assessment and provision for children with SEND
- Deploy the staff as necessary, including the functions of the SENCO
- Introduce procedures for evaluating the effectiveness of the policy and procedures.
- Report regularly to the governing body in a way that enables it to evaluate the effectiveness of the policy.
- Manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated.
- Analyse data for groups of pupils and ensure provision is put in place.
- Hold Pupil Progress meetings with class teachers.

Class Teachers

- Ensure all children in class have access to a broad, balanced and rich curriculum.
- Provide learning experiences which are appropriate to the needs of each individual child.
- Monitor progress of their pupils and identify which children are not making adequate progress.
- Liaise with the Headteacher and SENCO about children's progress, and raise concerns with the SENCO if a child needs additional support.
- Have an understanding of the individual needs of the pupils in their class on the SEN Register and seek further professional development and support as required in order to meet their needs.
- Set and review individualised targets
- Put provision in place as detailed in individual provision maps.
- Provide regular updates for parents and contribute to the review process.
- Ensure individual programmes of support for pupils identified as having a special educational need and/or disability are implemented and be involved in the review of interventions.
- Ensure LSAs are supporting pupils in their class, as directed.
- Attend appropriate professional development.

Teaching Assistants

Carry out activities and learning programmes, as directed and planned by the class teacher or SENCO.

- Raise concerns about a child's progress or needs with the class teacher and the SENCO.
- Keep records of any additional support work as appropriate
- Discuss the progress and success of interventions regularly with the class teacher.
- Support children's needs in school as directed by the class teacher.
- Attend training where appropriate.
- Be aware of the contents of the school SEND policy.

Working in Partnership with Parents/ Carers

At White Laith we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision

- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

We endeavour to foster good communication with parents and make them welcome in school. Review meetings will be set up for parents with the class teacher and on some occasions with the SENCO or Speech Therapist. Parents will be invited either by the teacher or SENCO to discuss their children's progress. However, the school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENCO, throughout the year for any reason.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the Leeds SEND Advice and Support Service where specific advice, guidance and support may be required. A named governor takes a particular interest in SEND and is always willing to talk to parents and carers.

We aim to support parents by encouraging them to work with us, asking them to share their observations and views about their child, sharing our assessments and observations, offering information, helping them write reports, putting them in contact with support agencies, discussing ways in which they can help at home and support other parents.

We recognise that some parents, at some times, will be unable to work with us in this collaborative way but we see it as our responsibility to maintain contact and support engagement with all parents, including the 'hard to reach'.

Parents are given feedback from 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.

Pupils

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting personal learning targets. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

The governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The named governor for SEND is Peter Whelan

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

Resources for SEND are allocated from the school's annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

If it is deemed necessary and where specific criteria are met, the school may apply for Funding For Inclusion (FFI) for individual children. Leeds City Council have issued guidance on such applications and the SENCO will follow the set criteria for applications. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The SENCO also receives an annual allocation of funds for resources and makes decisions about its best use.

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At White Laith Primary School we aim to treat everyone equally. We understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Inclusion

(See also Inclusion Policy Statement)

We believe that all children should have equal opportunity to attend our school.

We value every individual and celebrate their achievements.

We identify and respond to individual needs.

We identify and overcome potential barriers to learning for individuals and groups.

We set suitable learning challenges for every pupil.

Through inclusion our aim is that pupils with SEND receive their education in a mainstream school and join fully with peers in the curriculum and life of the school. Where we feel a pupil's needs are not being met within the mainstream setting, school will work closely with external agencies and parents to determine what provision is required.

Policy Review

This policy will be reviewed as required or at least annually by the SENCO, school staff and Governing Body