



## **Lindow Community Primary School**

### School Policies

### Control Sheet

Policy: **Special Educational Needs**

Policy Type: **Statutory**

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Owner: **Headteacher**

Approved by: **Governing Body**

Reviewed: **Annually**

## Policy: Special Educational Needs

### 1. Introduction

Many pupils experience a learning or behavioural difficulty at some point in their school career; for some this may be a transient problem rectified by specific input and support, for others a longer term approach may be required.

In all cases, the approach at Lindow is to recognise pupils as individuals and to cater to the specific needs of each child – for example, we implement a practice of early intervention within the first years of school but also recognise that a continuum of provision is necessary to respond to the child-specific Special Education Needs (SEN).

This policy is reviewed regularly by the Governing Body and staff to maintain its alignment with all changes to the [Department for Education's SEN Code of Practice](#) and the School's Local Offer.

### 2. Aims of the SEN Policy

- To ensure that the special educational needs of children are identified early and assessed quickly.
- To ensure that all pupils have full access to a broad and balanced curriculum.
- To ensure that individual pupils are provided with a curriculum that is relevant to their needs and appropriate to their age and ability.
- To secure appropriate provision for pupils with SEN through use of resources and expertise within the school, seeking advice and assistance from outside agencies where appropriate.
- To achieve equality of opportunity in learning for all pupils.
- To give children the opportunity to be involved in setting their own targets and reviewing their own progress.
- To develop a partnership between the Class Teachers, Support Staff, the SEN Coordinator (SENCO) and other specialists in developing effective programmes of study for pupils with SEN.
- To enable staff within the school to work in partnership with parents to meet the needs of their children.

### 3. Admission Arrangements

The admission of all pupils is determined by the local authority's admissions policy and reflects Lindow's Pupil Admissions Number (PAN) and the capacity of the school's Hearing Impaired Resource Base (HIRB). Under that policy, the particular needs of all pupils with a Statement is given due consideration by the local authority in liaison with parents and the Headteacher.

## 4. Educational Inclusion and Integration

The school aims to ensure that all pupils, irrespective of SEN, have equal access to the National Curriculum.

In the planning of programmes of work, Class Teachers take into account the range of ability within their class and aim to provide appropriate work through differentiation (e.g. certain children may be provided with a version of a worksheet with simpler language, the task may be shortened or scaffolded, additional support may be available by a classroom assistant or parent helper, etc.).

All SEN pupils are therefore fully included into the life of the school, only withdrawing from mainstream classes on occasions when they will benefit from targeted individual and small group work in quieter conditions.

The school has a twelve-place Hearing Impaired Resource Base (HIRB), staffed by a qualified Teacher of the Deaf and classroom assistants/support staff experienced with hearing impaired pupils. The HIRB offers specialist provision and support for the full spectrum of hearing impairment, including profoundly deaf children.

All hearing impaired pupils at Lindow integrate into their main stream classes for the majority of the timetable, withdrawing for periods of time to receive specialist tuition provided by the HIRB. See HIRB Policy.

## 5. Facilities and Resources

The school building is on one level, with ramp access at several external doors, affording DDA access to all parts of the building. DDA-compliant toilet facilities are provided.

The HIRB has a soundproofed withdrawal room which is used mainly for small group teaching and speech therapy. All classrooms and teachers are equipped with specialist sound equipment to assist hearing-impaired pupils to overcome any problems associated with background noise. Other locations around the school are used for the provision of individual or small group support (e.g. the Multi Purpose Room (MPR), intervention rooms, practical areas).

SEN resource materials are located in locked cupboards in the HIRB and in the corridor storage units. Resources for pupils with EHCP's are made available in accordance with the specifications of their plans.

## 6. A Graduated Response

In accordance with the Code of Practice and the Cheshire East Toolkit for SEND ([www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk)) Lindow implements a graduated approach to SEN focusing on the 4 broad areas of need and levels as outlined below:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

**Quality First Teaching:** Meeting the needs of all the children is the responsibility of the Class Teacher. A range of strategies will be used to ensure that all children achieve their full potential (e.g. differentiation of work, flexible grouping systems, additional adult support, additional resources, etc.).

**Definition of Progress:** Adequate progress is defined in a number of ways (5:42 Code of Practice):

- closing the attainment gap between the child and their peers;
- preventing the attainment gap growing wider;
- attainment similar to that of peers starting from the same baseline but less than that of the majority of peers;
- matching or bettering the child's previous rate of progress;
- ensuring access to the full curriculum;
- demonstrating an improvement in self-help, social or personal skills; and
- demonstrating improvements in the child's behaviour.

The progress of each pupil is regularly monitored by the class teacher and discussed at Parents Evenings. If children are not making progress or the class teacher is concerned about a child's difficulties they can meet with the SENCO who will suggest further strategies or observe the child to gain a better insight into their barriers to learning. A decision may be made to move the child to First Concerns to allow the child to be observed more closely and review progress and resources frequently. Any decision to move the child to First Concerns would be discussed with the parents.

**First Concerns:** Alongside quality first teaching the child receives resources or interventions that are additional to, or different from, the school's differentiated curriculum adding up to 5 hours of targeted support.

The SENCO and/or Class Teacher may carry out further assessments. The child will be placed on the First Concerns register and appropriate paperwork completed to record strengths and difficulties and small measurable outcomes. A date for review will be agreed. The plan will be shared with parents. The plan may include:

- different learning materials;
- special equipment; and
- individual or group support.

As the outcomes are met, the child's First Concerns plan may cease. However, if there are still concerns, further outcomes may be set. If a child continues to make little or no progress in learning or behaviour, the school will follow the Toolkit Graduated Approach and it may be appropriate for the child to receive an increased level of support to more than 5 hours per week or if funding for the child is more than £6,000 for the child to have an individualised SEN Support plan and be placed on the SEN Register as agreed in a discussion with the child's parents/carers.

**SEN Support:** All those involved, will now review the interventions already implemented and consider the strategies tried, the outcomes set and any progress made. Advice and targets from outside agencies are written into new termly plans. Again this is discussed with parents. The Toolkit will be used to identify needs in any of the 4 broad areas where the child's needs are additional to and

different from as stated in the Code of Practice. Children on SEN Support will be receiving more than 6 hours of targeted support per week through interventions, resources, tailored programmes etc.

If, over time, the strategies employed at this stage do not result in satisfactory progress and the level of need and support increases then a statutory assessment may be sought.

**Needs Assessment:** Evidence from school and the other professionals involved will be submitted to the panel. While awaiting an outcome, the school should continue to support the child as at SEN Support.

**Education Health and Care Plan (EHCP):** If a statutory assessment results in a child having an EHCP the Governors are legally responsible for ensuring, via the Headteacher, that the funding provided through the Statement is used for the named child. Despite the EHCP being in place the school must continue to monitor and review the child's progress, write and review SEN Implementation plans, report to parents etc. For those children with an EHCP, the progress of each child is discussed at an Annual Review Meeting with all outside agencies involved.

The progress of each pupil is regularly monitored by the class teacher, SENCO, etc. and discussed at Review Meetings. The SENCO monitors all SEN Support and SEN Implementation Plans to provide feedback to the Class Teacher, typically in February, June and October.

## 7. Transfers

All documentation relevant to a child's SEN support should pass with that child when transferring between schools, both when arriving at Lindow or leaving to join another school. Any funding provided through a EHCP all passes with the child.

## 8. SEN Roles and Responsibilities

The response to SEN within Lindow is provided by a combination of personnel working collaboratively, each having particular responsibilities to fulfill:

- the SENCO (Mrs Dawn Cranshaw);
- the Headteacher (Miss Zoe Wilson);
- the Teacher of the Deaf (Mrs Fran Holmes);
- the Class Teachers; and
- the SEN Governor (Mrs Marie Griffiths).

The **SENCO** has responsibility for the day-to-day implementation of the SEN Policy within the school, including:

- liaison with staff concerning the individual needs of particular pupils;
- liaising with the Teacher of the Deaf regarding hearing impaired children;
- co-ordinating arrangements for monitoring and review of action taken with pupils;
- providing guidance and support for Class Teachers with SEN Support Plans and SEN Implementation Plans.
- maintaining the First Concerns and SEN register and other SEN records;

- liaising with external bodies (eg Speech and Language Services, Social Services, Educational Psychology Service, Educational Welfare Services, etc);
- maintaining appropriate SEN resources and advising staff about the suitability of these resources;
- the organisation and provision of in-service training, where appropriate;
- liaising with parents concerning the needs of their child; and
- developing the intervention provision map for the school.
- organising, collating information and leading Annual Review meetings and reporting to LA

The **Teacher of the Deaf** is responsible for:

- all programmes of work for hearing impaired pupils;
- liaising with the SENCO and other mainstream staff;
- consulting with parents of hearing impaired pupils and liaising with outside agencies;
- maintaining the equipment and creating a stimulating environment;
- managing the time of the HIRB staff;
- co-ordinating arrangements for monitoring and reviewing actions taken with pupils; and
- liaising with class teachers with writing SEN Implementation Plans.

The **Class Teachers** are responsible for:

- initial identification of pupils at First Concerns and liaising with the SENCO;
- writing and implementing SEN Support Plans and SEN Implementation Plans
- reviewing progress within the classroom situation;
- liaising with parents; and
- maintaining pupil records in the child's SEN file.

The **Head teacher**, supported by the **SEN Governor** and Wider Governing Body, is responsible for:

- determining the school's general SEN policy and approach;
- reflecting these perspectives in the overall staffing and funding arrangements; and
- maintaining a general oversight of the SEN provision.
- supporting/ensuring SENCO/Teachers fulfil SEN responsibilities

## Special arrangements in relation to COVID-19.

From September 2020, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Lindow will be providing the following:

- Children will be taught in ‘bubbles’ linked to their year group, for example:
  - Reception
  - Year 1
  - Year 3

Each bubble will have set teachers and teaching assistants assigned to it.

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a ‘recovery curriculum’, to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:
  - activities linked to the outcomes on their Education Health Care Plans.
  - visual supports such as visual timetables, task lists, now and next boards.
  - coloured overlays, ear defenders and theraputty
  - technology where appropriate, such as laptops and iPads.
  - Access to Theraplay activities and resources to support emotional well-being, such a social or emotional stories.
  - Online provisions, such as, Times table Rockstars and etc
  - In class provisions, such as precision teaching, Numicon, Rapid write and SALT activities.
- A small number of Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted via Email, Telephone call or face to face following Government guidance.
- EHCP annual reviews or meetings will be held via Microsoft Teams/Telephone call/ face to face with professionals and parents( following Government guidance).
- Outside agencies will begin providing interventions within school or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

**The offer shown below applies to any children that may need to be taught remotely.**

As stated in the government guidance:

*'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.*

Should there be a case for children to work from home, Lindow will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Regular contact with children via Microsoft Teams or a Telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and the messaging facility on Dojo, SENCO email allows for private conversations to be had between staff and parents. The SENCO can be reached at [dcranshaw@lindow.cheshire.sch.uk](mailto:dcranshaw@lindow.cheshire.sch.uk)

External agencies will become involved if necessary following the usual graduated response process followed in school.

### **Transition**

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.