



Lindow Community Primary School

School Policies

Control Sheet

Policy: **Special Educational Needs & Disability**

Policy Type: **Statutory**

Author: **SENDCo**

Owner: **Headteacher**

Approved by: **Governing Body**

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1. Introduction

Many children and young people may experience barriers to learning, communication, participation or social and emotional development at some point during their education. For some pupils, these needs may be temporary and can be addressed through high-quality, inclusive teaching and targeted support. For others, additional or longer-term provision may be required. Some pupils may have a disability, whether temporary or permanent, which may create additional barriers to accessing and participating fully in school life.

At Lindow Community Primary School, we recognise that every child is an individual with their own strengths, needs and experiences. We are committed to an inclusive approach in which all pupils are supported to access the curriculum, participate fully in school life and achieve their potential. We prioritise the early identification of needs and early intervention, while recognising that children may require different levels and types of support at different points in their education. Our provision therefore follows a graduated approach, ensuring that support is responsive to the individual needs of each pupil and is regularly assessed, planned, implemented and reviewed.

This policy sets out our approach to identifying and supporting pupils with Special Educational Needs and/or Disabilities (SEND). It should be read alongside the school's SEND Information Report and Local Offer, which provide further information about the provision and support available to pupils and their families.

The policy is reviewed regularly by the Governing Body and school staff to ensure that it reflects current legislation, statutory guidance and best practice, including the Special Educational Needs and Disability Code of Practice: 0 to 25 years, The Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It also reflects the information that schools are required to publish regarding their arrangements for identifying, assessing and supporting pupils with SEND.

2. Aims of the SEND Policy

- To ensure that the special educational needs or disabilities 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 SEND 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 SEND Coordinator (SENDCO) and other specialists in developing effective programmes of study for pupils with SEND.
- 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 Deaf Resource Base (DRB). Under that policy, the particular needs of all pupils with an EHCP 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 SEND, 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 an adapted approach to the planning and teaching of their lessons (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 SEND 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, or provision that is linked to their Education Health Care Plan.

The school has a six-place Deaf Resource Base (DRB), staffed by a qualified Teacher of the Deaf and classroom assistants/support staff experienced with Deaf pupils. The DRB offers specialist provision and support for the full spectrum of deafness, including profoundly deaf children.

All deaf pupils at Lindow integrate into their mainstream classes where manageable and appropriate for their needs, withdrawing for periods of time to receive specialist tuition provided by the DRB. See DRB Information document.

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 DRB 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 deaf 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, intervention rooms, practical areas).

SEN resource materials are located in cupboards in the DRB and in the Bollin Room. Resources for pupils with EHCP's are made available in accordance with the specifications of their plans. These can be accessed at any time for any child.

Further information can also be found in the school's accessibility plan, which is available on the website or from the school office.

The school uses its delegated SEND funding to provide appropriate support and resources for pupils with SEND. Where a pupil's needs require provision beyond that which can reasonably be provided from the school's delegated resources, the school will work with the Local Authority and relevant professionals to explore additional funding or an Education, Health and Care needs assessment, where appropriate.

6. Identification of SEND

The school recognises that pupils may have SEND across one or more of the four broad areas of need identified within the SEND Code of Practice:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

The school uses a range of information to identify possible SEND, including:

- ongoing assessment and observation;
- pupil progress information;
- information from previous settings;
- teacher concerns;
- parent/carers concerns;
- pupil voice;
- information from other professionals;
- screening and assessment information where appropriate; and
- evidence of barriers to learning, participation, communication, independence or wellbeing.

Identification of SEND will consider the whole child and will take account of strengths as well as areas of difficulty.

The school recognises that not all pupils who experience difficulties or barriers to learning will have SEND. Where appropriate, the school will consider other factors that may be affecting a pupil's progress, attendance, behaviour, wellbeing or access to learning.

Where a pupil is identified as potentially having SEND, the Class Teacher will work with the SENDCo and, where appropriate, parents/carers and other professionals to determine the most appropriate response.

7. A Graduated Response

The school uses an Assess, Plan, Do, Review approach to identify and respond to pupils' individual SEND needs.

Assess involves gathering information about the pupil's strengths, needs, barriers and progress through assessment, observation, pupil and parent/carer views and, where appropriate, specialist advice.

Plan involves agreeing appropriate outcomes and identifying the provision, strategies and adaptations needed to support the pupil.

Do involves implementing the agreed provision consistently and monitoring its impact.

Review involves evaluating the effectiveness of the support, considering the pupil's progress and views, and adapting, increasing or reducing provision as appropriate to ensure that support continues to meet the pupil's changing needs.

In accordance with the Code of Practice and the Cheshire East Toolkit for SEND, Lindow implements a graduated approach to SEND 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

Ordinarily Available Inclusive Provision

Meeting the needs of all children is the responsibility of the class teacher and all staff who work with them. High-quality, inclusive teaching is the first response to meeting individual needs and ensuring that all children can access, participate in and make progress within the curriculum. Staff will use a range of ordinarily available strategies and reasonable adaptations to remove barriers to learning and promote independence. These may include adapting tasks and resources, flexible grouping, scaffolding, explicit modelling and instruction, additional processing time, targeted questioning, visual and sensory supports, appropriate use of technology, and carefully planned deployment of additional adults. Provision will be responsive to individual strengths, needs and barriers, and will be reviewed regularly to ensure that children are supported to achieve their full potential.

Monitoring: The SENDCO and/or Class Teacher may carry out further assessments. The child will be monitored via a pupil profile to record strengths and difficulties and small measurable outcomes. A date for review will be agreed. The profile will be shared with parents.

As the outcomes are met, the child's monitoring 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.

SEN Support: Where a pupil is identified as requiring support in addition to or different from ordinarily available inclusive provision, the school will consider the pupil's individual needs, strengths and barriers to learning and determine the provision required to enable them to make progress and participate fully in school life. Targeted support may include additional or different teaching approaches, targeted interventions, adapted resources, specialist equipment, environmental

adaptations or additional adult support. The nature, frequency and duration of support will be determined by the individual pupil's needs. Provision will be recorded through an SEN Support Plan and will include clear, measurable outcomes and a planned review date. The impact of support will be monitored regularly and provision will be adapted in response to the pupil's progress and changing needs. Where a pupil continues to experience significant difficulties despite targeted support, the school will consider whether further assessment, specialist advice or additional provision may be required.

Advice and targets from outside agencies (such as Cheshire East Autism Team, Educational Psychology, Speech and Language, Occupational Therapy) are written into new termly plans. Again, this is discussed with parents and consent would be gained.

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 plan 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, SENDCO, etc. and discussed at Review Meetings. The SENDCO monitors all SEN Support and SEN Implementation Plans to provide feedback to the Class Teacher, typically in October, February and June.

At all stages of the Graduated Response, the voice and view of the child will also be incorporated into all paperwork & decisions regarding their education, via pen portraits.

8. Monitoring and Evaluating SEND provision

The effectiveness of SEND provision is monitored regularly by the SENDCO, Senior Leadership Team and Teacher of the Deaf, where appropriate. This includes reviewing pupil progress, SEND Support Plans, SEN Implementation Plans, provision maps, intervention outcomes, pupil and parent voice, staff feedback and relevant assessment information. Monitoring is used to evaluate the impact of provision and identify areas for further development.

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.

If children are not making progress or the class teacher is concerned about a child's difficulties, they can meet with the SENDCo who will suggest further strategies or observe the child to gain a better insight into their barriers to learning.

9. Transition

We recognise that transitions can be particularly significant for pupils with SEND and will provide appropriate support to ensure that changes of setting, class or key stage are managed as smoothly as possible. This may include enhanced transition arrangements, additional visits, visual resources, social stories, familiarisation activities and opportunities to meet key staff, depending on the individual needs of the pupil. The school will work closely with parents/carers, current and receiving settings and relevant professionals to share appropriate information, including SEND records, support plans, EHCPs and advice from external agencies. Transition arrangements will be planned in advance and reviewed according to the needs of the individual pupil, including transitions into school, between year groups and classes, and from Lindow to secondary school or other educational settings.

10. SEND Roles and Responsibilities

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

- the SENDCo
- the SLT/Headteacher
- the Teacher of the Deaf
- the Class Teachers
- SEND support staff
- the SEND Governor

The **SENDCo** has responsibility for the day-to-day implementation of the SEND 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 SEND register and other SEND records;
- liaising with external bodies (eg Speech and Language Services, Social Services, Educational Psychology Service, Educational Welfare Services, etc);
- maintaining appropriate SEND resources, advising staff about the suitability of these resources and supporting staff to evaluate their effectiveness;
- 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
- evaluating the effectiveness of the provision made for children and young people with SEND, alongside the SLT

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

- all programmes of work for deaf pupils;
- liaising with the SENDCo and other mainstream staff;
- consulting with parents of deaf pupils and liaising with outside agencies;
- maintaining the equipment and creating a stimulating environment;
- managing the time of the DRB staff;
- co-ordinating arrangements for monitoring and reviewing actions taken with pupils; and
- liaising with class teachers with writing SEN Implementation Plans.
- evaluating the effectiveness of the provision made for children and young people with SEND, alongside the SLT

The **Class Teachers** are responsible for:

- initial identification of pupils and liaising with the SENDCo;
- writing and implementing SEN Support Plans and SEN Implementation Plans;
- adapting the curriculum to meet the specific needs of the child;
- reviewing progress within the classroom situation;
- liaising with parents; and
- maintaining pupil records in the child's SEND file.

Support staff are responsible for:

- knowing where to find information on the children they are working with.
- working under the direction of the class teacher to support children's access to learning, participation and independence.

- They will implement agreed strategies and interventions, provide appropriate scaffolding and encouragement, and adapt their approach in response to individual needs.
- Support staff will promote independence rather than creating reliance on adult support, contribute to observations and assessment, and communicate relevant information to the class teacher to inform planning and the ongoing review of provision.

The **SLT/Head teacher**, supported by the **SEND Governor** and Wider Governing Body, are responsible for:

- determining the school's general SEND policy and approach;
- reflecting these perspectives in the overall staffing and funding arrangements; and
- maintaining a general oversight of the SEND provision.
- supporting/ensuring SENDCo/Teachers fulfil SEND responsibilities
- evaluating the effectiveness of the provision made for children and young people with SEND, alongside the SENDCO/ToD

The **SEND Governor** are responsible for:

- ensure that the school has appropriate arrangements for supporting pupils with SEND;
- monitor the effectiveness of SEND provision;
- ensure that statutory responsibilities are met;
- provide appropriate challenge and support to school leaders; and
- receive relevant information about SEND provision and its impact.

All staff who work with children with SEND are responsible for:

- improving SEND emotional and social development, for example by providing extra pastoral support arrangements for listening to the views of children and young people with SEND and implementing measures to prevent bullying, in accordance with the school's behaviour and anti-bullying policy
- ensuring that they fulfil their safeguarding requirements, in accordance with the school's child protection and safeguarding policy, when working with any child with SEND, recognising that this group of children can be particularly vulnerable with regards to staying safe.

11. Complaints & Concerns

If a parent of a child with SEND has a complaint or concern about the provision made at the school, they may wish, in the first instance, to request an informal meeting with either the child's class teacher or the SENDCO, depending on the nature of the complaint/concern. If a parent feels this is not appropriate, they should follow the School's Complaints procedure, which can be found on the school website or obtained from the school office.

