



Launde Primary School

Special Educational Needs and Disabilities Policy

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Signed... *S. Sumner*(Chair of Governors)

Date. *29/05/23*

Nominated Governor: Mrs Kynaston-Pearson
School SENDCo: Kath Melody

Introduction

The aims of Launde Primary School are based on the values derived from the Statement of Principles adopted by the Local Authority and guided by the DfE Code of Practice for Special Educational Needs and Disability (SEND). They are underpinned by the Aims Statement of the school.

Launde strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers for learning and participation
- High expectations and suitable targets for all children
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources. All children are expected to be active participants in their education, in ways appropriate to their age and evolving maturity. This is achieved by encouraging pupils to express opinions, make choices, take part in target setting and participate in the School Council.

Launde Special Educational Needs and Disability Policy complies with Special Educational Needs and Disability code of practice: 0 to 25 years (January 2015). This is the statutory guidance for all organisations which work with and support children and young people who have special educational needs or disabilities. The code sets out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.

The relevant Acts for primary education are:

The Special Educational Needs and Disability Regulations 2014,

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

Guidance and Curriculum

- The latest Keeping Children Safe in Education
- School SEND Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions 2016
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Working together to safeguard children 2018
- Safeguarding Policy
- Accessibility Plan
- School Admission Policy

- Teachers' Standards 2012

The policy of this school; is to make the best possible provision for pupils with special educational needs and disabilities by:

- Taking advantage of training courses offered by the Local Authority to ensure that, wherever possible, staff (both teaching and learning support) have expertise in the education of children with a variety of special educational needs.
- Offering facilities, where possible, to pupils with physical disabilities

New Building Hall (which accommodates the Nursery, Reception and Year 1 classes) has wheelchair access via a ramp into the Hall. It is then possible to access all class areas, cloakrooms and toilets. There is one toilet fitted with handrails to assist people with restricted mobility and a disabled toilet, which can accommodate a wheelchair and also contains a shower.

Main Building (Years 2, 3, 4 and 6) has wheelchair access to some of the building including both corridors, all classrooms and some cloakrooms and toilets. There are no specially adapted toilets. There is no wheelchair access to Willow Walk (Environmental Science area), the Library, the main computing suite (which is on the first floor) or to the remaining cloakrooms and toilets (which are accessed via steps).

Mobile Classrooms (Years 3, 4 and 5) are not suitable for wheelchair access and have no adapted toilets. In accordance with the Equality Act 2010 the school has an Accessibility Plan which shows how the school plans to improve access over time and a policy for supporting pupils at school with medical conditions including the administration of medication.

What are special educational and disability needs?

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers will then make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is a cause for concern this may be evidenced by progression which is as follows:

- Significantly slower than that of their peers who started from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- A widening attainment gap

It can include progress in areas other than attainment for example where a pupil needs to make additional progress with wider development or social needs.

The 2015 SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

1. Communication and Interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

2. Cognition and Learning

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

3. Social Emotional and Mental Health Difficulties

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

4. Sensory and/or Physical Needs

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The purpose of identification through the categories is to work out what action the school needs to take. It is the needs of the whole child which will always be considered.

There are other factors that may affect progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to address.

Identification and Assessment of Pupils with Special Educational Needs and Disabilities

Pupils with special educational needs and disabilities are identified as early as possible. Launde has strong links with pre-school settings in Oadby that feed into the school such as Gingerbread Cottage which allows an informed transfer of children who have been identified with SEND.

Launde has a robust and regular system of review through our pupil progress meetings so that pupils who are not making expected progress or who are working below 'National Expectations' can be recognised.

Class teachers will put in place, if necessary, relevant and timely interventions, appropriate adaptation and in class support, aimed at closing the gap or raising the attainment through quality first teaching. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will discuss the initial cause for concern with the SENDCo.

At this meeting the requirement for additional assessments will be established. Parents will also be invited to attend a meeting and share their viewpoint. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the pupil's needs, the pupil will then be placed on the school SEND register as

'SEND Support'. The parents will be informed if the school is making Special Educational Provision for their child.

The class teacher remains responsible and accountable for the progress, development and attainment of all children in their class, even where a child may be receiving support from a teaching assistant. High quality teaching which is differentiated and adapted for the individual pupils is always seen as the first step in responding to pupils' who may have SEND.

This SEND support will take the form of a 'Graduated Approach' (assess – plan – do – review) Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and individual requirements for securing good outcomes. The Graduated Approach draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the child's needs.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention as well as the views of the pupil and their parents. These reviews will then feedback into the review of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support based on the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those affiliated to the school itself or from outside agencies.

Parents will always be involved in any decision to involve specialists along with the pupil's class teacher and in appropriate cases, the child involved.

Specialists agencies will only be contacted where parents agree. It is part of the SENDCo's role to contact any specialist agencies. The SENDCo will also ensure that the involvement of specialists and the recommendations decided upon are recorded, shared and fully understood by parents, teaching staff and the child.

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- School nurse
- Educational psychologists
- General practitioners or community paediatricians
- Child and adolescent mental health services (CAMHS)
- Autism Outreach
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists
- Physiotherapists

- Social Services

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's delegated national SEND budget and will be monitored by the SENDCo and Head Teacher. For pupils with an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

SEND Support Plan

The indicators for a pupil to have a SEND Support Plan may be:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan
- Has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

To inform this decision, the SENDCO will follow the Local Authority's criteria for funding through the SEND Support Plan. The criteria can be found on the local authority's SENA guidance. There is a co-ordinated assessment process that is shared in full with parents to ensure they understand the process and how they are involved in it.

<http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Organisation of support

At Launde Primary School we make every effort to achieve maximum integration of pupils with special education needs, whilst meeting children's individual needs. In school all pupils are taught in mixed ability classes, with the exception of maths lessons for children in Key Stage 2. Teachers provide learning opportunities for all pupils within this environment, utilising materials appropriate to pupils' interests and abilities. This ensures that all pupils (including those with special educational needs and disabilities) have the opportunity to access the National Curriculum at an appropriate level. The structures and systems in place are:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Intervention programmes
- Additional classroom support to increase curriculum access and pupil achievement
- Differentiated provision within a mixed ability setting
- A range of clubs/leisure activities for all pupils

- An equal opportunity policy
- Clear guidelines on behaviour

Reviews

All children on the SEND Support Record have a termly review. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher. Copies are given to parents/carers, the SENDCo and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, TAs and class teachers.

Resources for Special Educational Needs and Disabilities

The budget at SEND Support Stage is delegated to the school and is funded through the school's notional SEND budget. Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant)

The SEND budget and budgets within other curriculum areas provide the following resources:

Teaching Assistant support when stated as required in an EHCP Teaching Assistant support in class to increase curriculum access and pupil achievement

Teaching Assistant support to run intervention programmes

SENDCo non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review

Attendance of In Service courses by staff to increase knowledge and development

Purchasing input from specialist staff for individual or groups of children

Purchasing specialist assessments for individual children and assessment resources

Purchasing a range of books, basic skills resources and materials, computer software to suit pupils with a variety of needs.

Removing pupils from the SEND register

In consultation with parents, the pupil will be considered for removal from the SEND register where they have made sustained good progress:

- That improves the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age
- Where a pupil's wider development and/or social needs have improved and progress in the targeted areas is considered to be sustained
- Where SEND Support is no longer required to ensure this progress is sustained.

Support for Parents/Carers of children with SEND

The school is fully committed to a meaningful partnership with parents of pupils with SEND where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school achieves this by:

- Welcoming parent's views and listening to any concerns about their child's attainment or progress
- Providing all information in an accessible and timely manner
- Providing meetings with the SENDCo by appointment
- Having a school SEND policy on the school website
- By following the information set out in the SEND information regulations (2015) and as part of the school's contribution to the Local Offer.
- Meetings with their child's class teacher in addition to the parent evenings
- Class teacher (with SENDCo) will review the outcomes of support, discuss the activities and support that will help the pupil with SEND achieve and identify the responsibilities of the parent, the pupil and the school
- The school will support and guide parents in ways that they can help with their child's learning and development at home
- A record is kept of the outcomes, action and support that is agreed
- Parents are directed to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Independent Advice and Support Services
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND policy
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to a pupil's next phase of education
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis

Links with other schools

When a pupil moves to a different school or institution all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

A common system of record keeping and communication is established with our feeder schools to ensure that pupils with SEND are known to us at transfer and known to High Schools or institution schools to which they will later transfer.

- The SENDCo (transfer school) is invited to the Annual Review of a child with an EHCP in the Autumn Term, which precedes transfer.
- In the term before transfer the secondary school SENDCo meets with the teachers, children with SEND and Launde SENDCo to discuss and prepare for transition

Complaints

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher or the SENDCo. Most problems can be resolved in this way but if this does not happen parents may wish to take their concerns to the head teacher or may find it helpful to seek advice from Leicestershire Education Authority. If necessary, parents may complain to the Chair of Governors. Where informal discussions or the formal complaints procedure have been exhausted without resolving matters, the then LEA's statutory SEN disagreement resolution process may offer a way forward.

Governors responsibility for SEND provision

This policy has been drawn up in accordance with the 2015 Code of Practice and in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors, head teacher and SENDCo evaluate the success of the education we provide.

There is a nominated governor for Special Educational Needs.

The SEND governor role is to:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Monitoring and Evaluation

The following criteria will help the governors, head teacher and SENDCo evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- The percentage of attendance by parents at review meetings
- Feedback from parent, pupil and staff questionnaires
- Parental requests for the school to be named on the pupil's EHCP
- The number of pupils for whom EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one
- OFSTED inspection reports and LA SEND audit processes
- Inclusion of SEND issues in development planning
- Feedback from pupils and parents
- Attendance/involvement/leadership of INSET courses by all staff
- Analysis of pupil attainment (e.g. progress over time tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan
- Classroom observations by SENDCo/Headteacher
- Adjustments in budget allocation to reflect changing needs

The Governors with the head teacher will review the SEND Policy. The policy will also be updated when any new legislation, requirements or changes in procedure occur during the year. The policy will be approved by the full governing board

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.