

Lumley Primary Federation



Special Educational Needs and/or Disabilities Policy

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Chair of Governors	Mr Stephen Forster
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This policy should be read in conjunction with the Code of Practice, the SEND Information Report and the following:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Children with Health Needs Who Cannot Attend School Policy
- Complaints Policy and Procedure
- Equality Information and Objectives
- Equality Policy
- Positive Handling Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy

Definitions

Definition of Special Educational Needs and/or Disabilities (SEND):

For the purposes of this policy, we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (*Code of Practice D.F.E. 2014*).

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age; or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Rationale

Lumley Infant and Nursery School and Lumley Junior School are inclusive schools, catering for a wide range of SEND, including pupils with:

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

Our schools welcome all children and values them as individuals, treating them equally and with respect. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that children's individual needs are recognised and addressed in order for them to achieve success. All parents/carers of pupils with SEND will be treated as partners and supported to play an active and valued role in their pupil's education. We are particularly sensitive in the early stages when a child is first identified and aim to reassure parents/carers and clarify information for them throughout the SEND process. We recognise that parents/carers hold

key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Through staff, pupils and parents/carers working together as a team, we strive to ensure that the following aims are met.

Aims

- To follow the guidelines set out in the SEND Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with SEND;
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

Roles and Responsibilities

We believe that provision for pupils with SEND is the responsibility of Lumley Primary Federation as a whole.

Governing Body

The governing body will:

- appoint a governor with specific responsibility for SEND;
- have regard to the SEND Code of Practice and oversee the implementation of the reform and provide strategic support to the head teacher;
- publish information on the school website about the implementation of the policy for pupils with SEND;
- ensure that there is a qualified teacher designated as SENDCO;
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan;
- ensure that arrangements are in place in schools to support pupils at school with medical conditions;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

The Headteacher

The head teacher will:

- take overall responsibility for implementing the code of practice;

- ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEND;
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents/carers are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents/carers and young people in reviewing provision and planning for those currently on a support plan and any newly identified pupils with SEND;
- report to the governing body how resources are deployed to meet provision.

Class Teachers

Class teachers will:

- have high aspirations for every pupil;
- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review;
- set clear progress targets for pupils and be clear about how these will be achieved;
- use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- work in partnership with pupils and parents/carers in planning and reviewing progress, seeking their views and providing regular updates on progress.

The Special Educational Needs Co-ordinator (SENDCO)

The role of the SENDCO includes:

- overseeing day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaising with parents/carers of children with SEND;
- organising termly SEND coffee mornings to provide parents/carers with support and advice;
- liaising with designated teacher where a Looked after Child has SEND;
- overseeing SEND support plans and ensuring teachers and support staff work closely with parents/carers to follow a graduated approach to SEND support;
- making referrals to external agencies when required;
- advising on use of delegated budget/ other resources;
- maintaining links with other education settings and outside agencies;
- working with the headteacher and governors on the Equality Act;
- ensuring that SEND records are up to date;
- liaising with potential next providers of education;
- contributing to the in-service training of staff.

SEND Support Staff

Class teachers work with SEND support staff to plan effective provision for pupils with SEND.

Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents/carers in the context of high-quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Identification of SEND

Through their discussions, observations, assessments and data analysis the SENDCOs, class teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCOs or teaching staff of any concerns and possible Special Educational Needs and/or Disabilities. When a child is identified as having SEND, they will be placed on the SEND register as SEND Support.

SEND Support

When a class teacher or SENDCOs identifies a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. SEND support will be provided when, despite receiving quality first teaching, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below age-related expectations;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular 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
- if necessary the SENDCO, in partnership with parents/carers and the child, may refer to outside agencies for additional support.

Referral for an Education, Health and Care Assessment

Where the child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, the school or parents/carers should consider requesting an Education, Health and Care Assessment. To inform this decision, the local authority will require evidence of action taken by the school. These include:

- professional reports that underpin current SEND and provision;
- the previous two reviewed SEND support plans and the current SEND support plan demonstrating all relevant and purposeful provision;
- Early Learning Goals and National Curriculum levels of attainment in reading, writing and mathematics;
- views of the parents/carers and child;
- the child's medical history, where relevant;

An EHCP includes the following and will be reviewed annually:

- the pupil's name, address and date of birth;
- details of all of the pupil's special needs, including health needs;
- identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- long- and short-term targets for the child to work towards;
- identification of the type and name of the school where the provision is to be made;
- relevant non-educational needs of the child;
- information on non-educational provision;
- reports and views of any other specialist involvement.

Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At the Lumley Primary Federation, we hold annual reviews for children with an EHCP and termly reviews for those with a SEND support plan. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of parent/carer consultations in the Autumn and Summer terms. During reviews, feedback is given about a child's progress and new targets are agreed.

An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

Recording SEND

Records are kept on all children with SEND, detailing steps taken to support them. Pupil files are kept up to date by the SENDCO.

SEND Register

The SEND register is a file kept by the SENDCO indicating which children have SEND. The SENDCO maintains the register as a working document. The register will state the following:

- child's name and date of birth;
- details of SEND;
- current interventions being delivered;
- involvement from outside agencies.

Medical Register

The headteacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other key areas throughout school. The Medical Register may be amended throughout the year by the school administration team and the school senior leadership team. Pupils with specific medical conditions will receive a Medical Plan, which is reviewed annually by staff and parents. Copies will be kept in the school office, easily accessible by first aiders and are available in other key areas throughout school. The school records and communicates medical needs to parents/carers through an app called Medical Tracker. The SENDCO will become involved should a child's medical attention present a barrier to their learning.

Staff Training

The school makes an annual audit of training needs for all staff, considering school priorities as well as personal and professional development. The school is allocated Capital Funding for children with additional needs, which may be used to meet identified staff training needs. Particular support will be given to Early Career Teachers and other new members of staff.

Policy Evaluation

The implementation of this policy will be monitored by the Headteacher and SENCOs. It will be monitored by the Headteacher and SENDCOs annually, in line with any DfE updates, and will be reviewed every three years.

When reviewing the success of this policy, we will consider:

- progress of children with SEND;
- the percentage of parents/carers attending review meetings, including annual reviews;
- any complaints received regarding SEND provision.

Through regular classroom observation we will also consider:

- the quality of curriculum planning and the extent to which teachers and support staff work together as a team;

- the extent to which pupils are following an appropriately differentiated curriculum;
- the use of varied resources which enable pupils with SEND to make progress towards their outcomes;
- the ethos of the classroom and the extent to which pupils with SEND are well cared for and supported.