The Laurels Primary School
SEND Policy
2020-2021

Supporting children with Special Educational Needs and Disabilities in School

The governing body has delegated the responsibility for the day-to-day leadership and management of Special Educational Needs & Disabilities (hereafter known as SEND) to the Special Educational Needs & Disabilities Coordinator (hereafter known as the SENDCo). This is a strategic role and all school staff are responsible for the identification of, and support for, SEND pupils in their class. This is achieved primarily through Quality First Teaching (QFT), with differentiation and personalisation to address individual need.

The SENDCo is responsible for:

- Overseeing the day-to-day operation of this policy;
- Co-ordinating provision for children with SEND;
- Liaising with, and advising teachers;
- Leading and managing learning support assistants;
- Overseeing the records for children with SEND;
- Liaising with parents of children with SEND (in conjunction with class teachers);
- Contributing to the in-service training of staff;
- Liaising with external agencies including the educational psychology services, health and social services, and voluntary bodies;
- Reporting to the governing body.

WHAT IS SEND?

There are four areas of need identified in the SEND Code of Practice (2014):

· Communication and Interaction (for example autism, Asperger's, speech and language)
· Cognition and Learning (for example dyslexia, dyspraxia)
· Social, Emotional and Mental Health (for example anxiety, Post Traumatic Stress Disorder)
· Sensory and/or Physical needs (for example hearing loss, sight loss)

These categories are used to categorise the needs of the children on our SEN register. Children may be identified as having a need in more than one area. This is sometimes called **co-morbidity**.

The four areas of need are useful for categorising the primary needs of a child, however there are a number of additional factors which will influence the wellbeing and progress of a child. These include:

- Disability
- Attendance and punctuality
- Health and wellbeing
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Child Looked After by the care system (CLA)
- Being the child of a woman/man in the services

Where families need support with managing their child's needs at home, or where one of the above issues contributes to the SEND of the child, the school can offer support with accessing Integrated Prevention and Earliest Help (IPEH) (https://www.westsussex.gov.uk/education-children-and-families/early-help-for-families/family-support-information/).

As a member of the Senior Leadership Team, the SENDCo is well placed to contribute to school policy and decision making.

HOW ARE CHILDREN WITH SEND IDENTIFIED?

The school aims for the early identification of special needs using a range of indicators such as:

- Analysis of assessment data and ongoing classteacher assessment;
- Tracking Individual pupil progress over time;
- Teacher observations;
- Parent observations;
- Information from previous schools on transfer;
- Information from other services;
- Information from outside agencies or medical professionals.

WHAT HAPPENS NEXT?

Further assessment is undertaken by the SENDCo using a range of assessment tools. Information is gathered through discussions with all the carers and professionals involved with the child. Where appropriate, outside agencies will be engaged to support, assess and advise.

CURRICULUM ACCESS AND PROVISION

Teachers meet the needs of all learners in their class through QFT. This means adapting their delivery and the content of their lessons to meet the needs of individual pupils. This underpins the learning experiences of every child in the school.

When a child has been identified as having SEND the school may make provision which is additional to Quality First Teaching, including one or more of the following:

- Small group work guided by a teacher or teaching assistant;
- Individual support guided by a teacher or teaching assistant;
- Small group or individual support guided by a professional such as a speech and language therapist;
- Further differentiation of resources;
- Specific timed interventions such as a 12 week reading program;
- Provision of alternative learning materials/ special equipment;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies;
- Access to specialist teaching, Educational Psychology Services or other support services for advice on strategies, equipment, or staff training.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;

- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour.

WHAT RECORDS ARE KEPT FOR PUPILS WITH SEND?

The school will record the steps taken to meet pupils' individual needs and the progress made. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents;
- Information on progress towards specific targets;
- Information on behaviour where appropriate;
- Pupil voice;
- Information from health/social services where appropriate;
- Information from other agencies where appropriate.

TARGETS AND ACTION PLANS

Our work for all SEND children operates within the following cycle of actions:

- **Assess**
- **Plan**
- **Do**
- **Review**

All pupils on our SEND register will have Individual Learning Plans where the child and their parent/carer's voice is captured and where targets are set, actioned, reviewed and evaluated. These are reviewed termly.

The support they receive beyond QFT will be recorded on a provision map.

For pupils with an Education Health and Care Plan, provision will meet the recommendations from their plan and their individual action plan will include:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The GRADUATED RESPONSE

Assess

The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and where appropriate, add their name to the SEND support list. This is used for

monitoring purposes and names will be removed should there no longer be requirement for support. Parents will be informed of this decision.

Plan

The outcomes of the assessments will inform the planning for the pupil; any interventions they will have, any additional resources they need, whether there are any staff training requirements. Outcomes will be established with the pupil and targets set to enable to the pupil to work towards these. Teachers are required to ensure targets are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Do

Once targets have been established teaching staff will support the child with working towards them. These will be shared with appropriate support staff to ensure everyone is working towards the same outcome.

Review

Every half term teachers will explore the progress towards specific targets as well as looking more broadly at progress and attainment data for curriculum subjects. Pupils will assess their progress with the support of teaching staff and a decision will be made to continue with targets, or establish new ones. With the support of the SENDCo, decisions will also be made as to the effectiveness of interventions and whether they should be continued.

EDUCATION HEALTH CARE PLAN NEEDS ASSESSMENT

The SENDCo will initiate discussion with parents about the possibility of requesting an Education Health Care Plan Needs Assessment when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional problems that substantially impede their learning;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has significant communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are engaged.

A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

· Records from past interventions;
· Current and past Action Plans;
· Records and outcomes of regular reviews undertaken;
· Information on the pupil's health and relevant medical history;
· National Curriculum levels;
· Other relevant assessments from specialists such as support teachers and educational psychologists;
· The views of parents;
· Where possible, the views of the pupil;
· Social Care/Educational Welfare Service reports;
· Any other involvement by professionals.

EDUCATION, CARE AND HEALTH PLANS

An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can universally offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Of shorter term;
- Established through parental/pupil consultation;
- Set out in an Action Plan;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

REVIEWS OF AN EHCP

EHCPs must be reviewed annually. The Local Authority will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil
- The relevant teacher

They may also invite:

- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP;
- Review the provision made to meet the pupil's need as identified in the EHCP;
- Consider the appropriateness of the existing EHCP in relation to the pupil's
- performance during the year, and whether to cease, continue, or amend it;

- If appropriate to set new objectives for the coming year.

At Key Stage or Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code or Practice, the SENDCo will complete the annual review forms and send them, with any supporting documentation, to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP of SEND.

PARTNERSHIP WITH PARENTS AND CARERS

The school aims to work in partnership with parents and carers.
We do so by:
· Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision;
· Working effectively with all other agencies supporting children and their parents;
· Giving parents and carers opportunities to play an active and valued role in their child's education;
· Making parents and carers feel welcome;
· Ensuring all parents and carers have appropriate communication aids and access arrangements;
· Providing all information in an accessible way;
· Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
· Instilling confidence that the school will listen and act appropriately;
· Focusing on the child's strengths as well as areas of additional need;
· Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
· Agreeing targets for the child;
· Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress.
We endeavour to fully involve all pupils by encouraging them to:
· State their views about their education and learning;
· Identify their own needs (self-assessment and self-evaluation, assessment for learning);
· Share in individual target setting across the curriculum;
· Self-review their progress and set new targets.

In addition pupils who are identified as having SEND are invited to participate in:

· Action Plan reviews and setting of individual targets;
· Regular meetings with named adults;

· Where appropriate, working with learning mentors;
· Annual reviews.

SPECIAL PROVISION

The school has the following special facilities:

- Wheelchair access;
- Disabled toilets with hand rails;
- Ramps to outside doors to allow for wheelchair access.
- A disabled parking space
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

TRANSITION

Transition for children with SEND will be planned by the class teachers and SENDCO, and will address the specific areas of need for that child. The program of transition will begin at different stages for different children and may involve additional visits to the new classroom, social stories or individual time with the new teacher. When moving to secondary school, agencies involved with children can also contribute to this process. See Appendix 1 for useful questions to ask schools when looking for a new settings. The Local Offer provides information about all the settings in the area, including special schools.

RISK ASSESSMENTS AND BEHAVIOUR PLANS

Where a child's SEND needs impact on their ability to follow the school's golden rules, a behaviour plan and risk assessment will be written collaboratively with the teacher, SENDCo and any professionals involved with the child. This will also be shared with parents/carers who will be asked to sign the document. These two documents will establish goals for the child to enable them to make progress towards improved behaviour and they will be reviewed periodically or as the need arises. Behaviour plans and risk assessments will be shared with adults involved with the child to ensure a consistent and proactive approach to supporting the child.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENDCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved. Please see the Complaints Procedure available on the school's website.

REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils.
The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Helen Pinney
Assistant Head for Inclusion
September 2020

APPENDIX 1

The questions below might be useful if you are looking at a secondary school or a new setting for your child.

These were compiled by school staff and parents:

How do you make sure your school is inclusive?

Do you have an SEND policy? (This is not a statutory policy so some schools may not.)

How can we work together if my child joins your school?

How will wider school staff know about my child's needs?

How do you support children with SEND to transition to secondary school?

Who will my child go to if they are having difficulties?

My child finds organisation difficult – how will they manage the timetable and room changes in a secondary school?

Is it possible to meet teachers outside of parent's evening times?