LAVANT C.E PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed: Autumn 2018
To be reviewed: Autumn 2019

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

SECTION 1

- The named SENCO for Lavant C.E. Primary School is Mrs Jane Everard and the named governor is Mrs Mel Belderson
- Contact telephone at the school is: 01243 527382
- Mrs Everard has been awarded The National Award for SEND
- Mr King represents the role of SENCO on the Senior leadership

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0 -25 (July 2014) 3.65 and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014) (see www.SENDgateway.org.uk
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013
- This policy was created by the school's SENDCO, with the SEND Governor in liaison with the SLT, staff and parents of pupils with SENDD which reflects the aim of co – producing this policy in the spirit of current reform

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them." (Education Act 1996)

At Lavant Church of England Primary School we aim to provide a firm foundation of strong Christian values to prepare children for the society in which they live. This will be appropriate to their age so that at a later stage children will be equipped to make informed decisions for themselves. It is important that the school works in close partnership with parents to share the values that we uphold.

HOW WILL MY CHILD BE TAUGHT AND LEARN?

At Lavant CE Primary School we use a range of teaching and learning strategies including whole class interactive teaching, group teaching and work on a 1:1 basis are adopted by staff according to the type of activity and the needs of the learners. Teachers use many different strategies in their teaching to engage the children in stimulating and challenging learning activities.

We are very aware than not everyone learns in the same way; some people prefer to learn with pictures and other images (visual learners), some prefer to listen (auditory learners) and some prefer to be active (kinaesthetic learners). When we plan for the learning activities we aim to ensure that we address the needs of all learning styles wherever possible.

PRINCIPLES

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.

- Every teacher is a teacher of every child or young person including those with SEND

- This policy was developed by consulting parents, families, staff and governors and it reflects the SEND code of Practice, 0-25 guidance (July 2014)

- We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2014. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school SENDCO (Special Educational Needs Coordinator) in order to decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Until then we meet a child's needs though quality first teaching and differentiation in the classroom.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENDCO.

SECTION 2: OUR AIM

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. (Please see out Teaching and Learning Policy for more details) For children with special educational needs, the teacher may provide different resources or there may be an adult to assist a small group of children to complete the task as independently as possible.

The school may support your child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work that may take place out of the classroom. Your child's targets will be set by class teacher in collaboration with the SENDCO. A further level of provision may involve your child working individually with a member of staff to meet specific targets. These targets may be set out in an ILP (Individual Learning Plan), IBP (Individual Behaviour Plan) and be recorded on the school's Provision Map. These describe the support that is additional to or different from that provided as part of the School's usual differentiated curriculum.

Our aim is to raise the aspirations of and expectations for all pupils with SEND. We endeavour to provide a focus on outcomes for children.

OBJECTIVE

At Lavant CE Primary school we:

1. Identify and provide for pupils who have special educational needs and additional needs
2. Work within the guidance provide in the SEND Code of Practice, 2014
3. Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

4. Have a Special Educational Needs Co-ordinator (SENDCO) who will work with the SENDD Inclusion Policy
5. Provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have a learning difficulty if they have a:

(a) Disability which interferes with their education; or

(b) Significantly greater difficulty in learning than the majority of children of the same age; or

(c) Learning difficulty which calls for special educational provision to be made available.

Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career.

- We value all the pupils in our School equally
- All pupils will have equal access to a broad balanced curriculum which is differentiated to meet individual needs and abilities
- All members of staff recognise and accept responsibility for meeting the needs of pupils with special educational needs
- Consideration of SEND will cross all curriculum areas and all aspects of teaching and learning
- The opportunities for students with Special Educational Needs will be maximised in order to join in with all the activities of the School
- Children with SEND will be offered high quality support to ensure that all needs are met
- Interventions for each child will be reviewed regularly to assess their impact
- Parents will be involved at an early stage, in partnership with the school and the Local Education Authority, to play an active role in their child's education
- The views of the child about their difficulties, needs and progress will be sought and taken into account

This Policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole School and is a part of the continuous cycle of assessment and review.

What is not SEND but may impact on progress and attainment

- Disability (there are degrees of disability that are recognized by the Code of Practice that do not in themselves do not constitute SEND.)
- Attendance and Punctuality
- Health and Welfare
- EAL English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 4: The PROCESS FOR IDENTIFYING FOR AND MANAGING CHILDREN WITH SEND

All children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalized teaching. P.83, section 6.37.Code of Practice.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

At Lavant CE Primary School the process by which the school identifies and manages children with SEND is:

- The class teacher,supported by the Senior leadership team make regular assessments of progress for all pupils. This helps to identify pupils making less than expected progress given their age and individual circumstances.

This can be identified by progress which:

- Is significantly slower than that of their peers starting 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
- Widens the attainment gap
- Where a pupil needs to make additional progress with wider development or social needs.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- At Lavant CE Primary the quality of teaching for all pupils is regularly and carefully reviewed, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The school may support your child in a variety of ways depending on their individual needs. The first steps are support within class, where learning tasks will be matched to your child's needs and will be planned for by the class teacher. An additional provision may be through targeted small group work that may take place both within and out of the classroom working with a Teaching assistant s. Your child's targets will be set by the class teacher in collaboration with the SENDCO. A further level of provision may involve your child working individually with a member of staff to meet specific targets. These targets may be set in an ILP (Individual Learning Plan), or IBP

(Individual Behaviour Plan) and be recorded on the school's Provision Map. These describe the support that is additional to or different from that provided as part of the School's usual differentiated curriculum.

- The school decides whether to make special educational provision by should involving the teacher and SENDCO, where they consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, describe your schools arrangements to draw on more specialised assessments from external agencies and professionals.
- The decision made to place pupils on the register? Describe the steps you take as a school/setting in applying the **ASSESS – PLAN - DO – REVIEW cycle.**
- Parents, families, children and young people involved in discussions right from the beginning of this process.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

- The cycle we use for assessing, planning, delivering, reviewing and recording provision is carried out through the development of Individual Learning Plans, Provision Maps and Person Centred Plans. These are only effective if they are living records which tell us exactly what needs have been identified and how to remove key barriers to learning effectively i.e. what works; the clear outcomes to be achieved within an agreed time frame, not too long! The class teacher and teaching Assistant together with the SENDCO are responsible for maintaining and updating the records and Learning plan.
- The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. Whole school systems are overseen by the headteacher
- The SENDCO keeps this up-to-date
- This is reviewed termly and feeds into the pupil progress meetings held each term
- The level of provision is decided according to every child's individual needs (Please see the school's Local Offer – Question No. 12 How is the decision made about the support my child will receive? Please see appendix)
- If the school identifies identifies that we are unable to fully meet the needs of a pupil through our own provision arrangements, evidence is recorded to need to identify this through Individual Learning Plans, Progress meetings. Meetings with Parents and reports from Outside Agencies
- The process for engaging additional support and engaging specialist services is set up by the SENDCO and monitored by the SENDCO and headteacher. The Headteacher costs it. All support is costed against available funds in the SEND budget. Parents/ families/children are involved as part of the Individual Learning Plan and parental input is always sought at the time of referral.
- The school will liaise directly with the Local Authority if more funding is needed due to high levels of support from the LA High Needs Block
- How are pupils and parents involved? Parents and pupils are involved right from the beginning of the process

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

- For pupils to exit the SEND register this is carried out by involving the teacher, SENDCO, headteacher, pupil, parents and outside agencies where we consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, and relevant assessment materials. Decisions will be made at Annual Reviews and Progress Meetings

- The school provides specialist support from **our Learning Mentor who supports parents and children in** addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential this section set out what else does your school do to support pupils with SEND?

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Our school Local Offer can be found on our school website (Regulation 53, Part 4) www.lavant.w-sussex.sch.uk
- This links directly to the school's statutory requirement to provide a **SEND Information Report;** *Regulation 51, Part 3, section 69(3)(a) of the Act*
- The school has links with other agencies to support the family and pupil
- Our admission arrangements can they be found on the school website
- We ensure SEND children are able to access exams and other assessments and the headteacher is responsible for this in our school
- We ensure careful transition – from class to class, across key stages and to another school – including Secondary School. These discussions take place between class teachers and SENDCO. At secondary transfer additional arrangements are made for the child to ensure a smooth transition
- The schools policy on managing the medical conditions of pupils can be found on the school website

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SENDD Code of Practice (2014) is followed.
- The person responsible for supporting pupils at school with medical conditions is Mrs Langley. The school's policy for supporting pupils with medical conditions can be found on the school website

  Mrs Langley is responsible for First Aid within the school and she is a qualified First Aider

SECTION 8: MONITORING AND EVALUATION OF SEND

- The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils
- The monitoring of provision for pupils is carried out half termly.
  Audits, sampling of parent views, pupils views, staff views are carried out.
  The Governor responsible for Special Educational Needs meets termly with the Headteacher/SENDCO
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. This is carried out by reviewing interventions with all staff involved with the child. Regular meetings with parents and monitoring visits with outside agencies

SECTION 9: TRAINING AND RESOURCES

- SEND is funded by the Local Authority
- The training needs of staff identified and planned for through appraisals, staff meetings and Pupil Progress meetings
- 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.
- All teachers and support staff undertake induction 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 SENDD provision and practice and to discuss the needs of individual pupils.
- The school's SENDCOs regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The school has a Nasen membership.
- Local links are made with other SENDCOs and the school is part of the Chichester NOVIO hub.

SECTION 10: ROLES AND RESPONSIBILITIES

- The role of the SEND Governor is to be informed of current developments in SEND and to be able to report the governing body from termly meetings held with the SENDCO and headteacher.
- Mr Taylor is the line manager for SEND Teaching Assistants in our school
- Mr King has Designated Teacher with specific Safeguarding responsibility
- Mr King has responsibility for managing PPG/LAC funding
- Mrs Langley is responsible for managing the schools responsibility for meeting the medical needs of pupils

SECTION 11: STORING AND MANAGING INFORMATION

- Documents are stored in locked cupboards. Information is held according to the West Sussex County Council and Guide for Schools under Data Protection and Freedom of Information Policy. It also relates to the school's confidentiality policy.

SECTION 12: REVIEWING THE POLICY

- This SEND policy will be reviewed annually. The next review will be September 2019
- The school has an Accessibility Plan. This is reviewed annually. Any future needs are identified on this plan. Our school promotes accessibility by ensuring access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.
- When a child enters the school a review of the child's needs are carried out and implemented
- Current targets are to build a new SEND space and to develop shared areas around the school.
- The refurbishment of our school building have taken place to allow access for wheelchairs and have to enabled access to the physical environment of the school. Where needed physical aids have been identified to access education. New Learn Pads and cameras have been purchased for all children to access.
- To help with the delivery of written information to disabled pupils we provide handouts, timetables, textbooks and information about school events. We will fill out forms with parents and pupils taking account of pupils' disabilities and pupils' and parents' preferred formats and to ensure these are made available within a reasonable time frame.
- We have an open door policy. Key staff are available to meet with parents and their child. Contact can be made directly with the member of staff or through the school office. Each class has a specific time of day/week where there is open access. The SENDCO is available to meet with parents through informal and formal meetings or by contacting the school office.

SECTION 14: DEALING WITH COMPLAINTS

- The school's complaints policy can be found on the school website this explains the complaints procedure.

SECTION 15: BULLYING

- The schools Bullying policy can be found on the school website. The school takes bullying of any form seriously. The school always supports anti bullying week. We are an inclusive school where all people play an important role in the life of the school. There are strong links with the church, PTA and wider community.
- Pupils with SEND are included in all aspects of school life. Personalised Learning week, Arts week, GLO to help promote independence and build resilience in their learning
- We take all forms of bullying seriously including the understanding of social media.

SECTION 16: APPENDICES

Policies referred to are:

- Admissions Policy
- Bullying Policy
- Complaints Procedures
- Data Protection and Freedom of Information Policy
- Medical Policy
- WSCC Model Policy and Guide to Schools

Some of these policies are on the school web site or held centrally in the school office.

If you need to contact Mr King, or the SENDCO Mrs Everard, or a member of staff, this can be done through the school office on the telephone number on the first page of this policy.