

Special Educational Needs Policy for Lingfield Primary School

(Reviewed and Updated September 2017)

'All children have the right to a good education and the opportunity to fulfil their potential.'
(Removing Barriers to Achievement. 2004)

Aims:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives

The 2014 Code of practice says that;

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

At Lingfield Primary are objectives are:

- To ensure those children with SEND and additional needs are identified and assessed.
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
 - To ensure those children with SEND are supported and their progress is monitored and evaluated.
 - To ensure children with SEND receive an inclusive education and have full entitlement to the National Curriculum.
 - To facilitate the learning needs and development of children with SEND to help them to achieve the best possible educational outcomes ready for their next stage in their school career.
 - To work closely with external support agencies, where appropriate, to support the needs of individual pupils
 - To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils.

SEND Co-ordinator

The Special Educational Needs Co-coordinator for Lingfield Primary School is Mrs Catherine Jones who is also a member of the senior leadership team.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND

- Oversee the SEND records of all children on the SEND register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services
- Work with Head teacher, SLT and SEND Governor evaluating information and informing them of any issues.

Identification, assessment and provision for pupils with SEND

In the continuous cycle of planning teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed with parents at parent consultation evenings and with the SLT at termly pupil progress meetings.

We also identify SEND needs through;

- Information given directly by parents
- Data gathered from in school assessments
- Recommendations from other professionals; health and social care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Identifying pupils with SEND

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at termly pupil progress meetings where children are identified as not making progress in spite of quality first teaching they are discussed with the SENDCo and a plan of action is agreed.

Class teachers are constantly monitoring pupil's progress. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised 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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them fully. Frequently, the concern can be addressed by quality first teaching or some parental support. Otherwise, the child will be placed at SEND Support on our SEND register.

Identifying children with Special Educational Needs

Level	Trigger	Process
Monitor	If a child has been identified by the class teacher and year group team as failing to make progress they will monitor the child. Discussions will be held at Pupil Progress Meetings.	Areas of difficulty will be identified. Discussions with parents Some strategies and differentiation of the curriculum will be initiated. Wave 1 interventions
SEND support	<ul style="list-style-type: none"> • After a period of monitoring, if a child: • Continues to make little or no progress over a longer period of time • Is working at curriculum levels substantially below the expected of a child at a similar age • Has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • Has on-going communication and interaction difficulties which cause substantial barriers to learning. • Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEND Register. 	Specific targeted support will be initiated. Further assessments may be arranged Referral to outside agency e.g. Educational Psychologist, Learning Support Teacher Wave 2 interventions
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> • Continues to make little or no progress in relation to specific targets • Continues to work at curriculum levels substantially below that expected • Requires specialist equipment or regular specialist support • It may be decided in, discussion with parents and multi-agency meetings that there is a need to apply for an EHCP 	

Pupil Progress Meetings

Each term, meetings are held with the year group teacher and the senior leadership team which the SENDCo is part of. During the meeting the progress of children identified as having additional needs and those on the SEND register within each year group is discussed. Individuals and groups of children will be targeted for specific interventions to help raise levels of attainment. The impact of interventions is monitored by the SENDCo and senior leadership team.

Discussions are shared on progress and any continuing concerns, where the SENDCO will offer support and advice. Discussions are also held with parents during parent consultation evenings where interventions that their child is having in school are discussed.

Assessments are carried out throughout the year which inform these meetings and targets are put in place for individuals.

Monitoring

The SENCO regularly reviews data for each year group to highlight those children who are not making adequate progress. This forms the basis for discussion with staff as to which children are to be targeted for additional support which is discussed at pupil progress meetings.

Classroom observations and intervention group observations will also form part of the monitoring process to ensure that children are being supported effectively and reviewed regularly.

SEND Individual Education Plans (IEP)

SEND Individual Education Plans are put in place for children with specific additional needs. The child's IEP is reviewed termly and discussed with parents. IEPs records specific targets for the children to achieve within that term, together with personalised provision that has been put in place to enable the child to achieve these targets.

Targets are reviewed, evaluated and progress monitored. If a child is seen to be making progress in line with their peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to whether the child needs to remain on the SEND register.

Children with Education Health Care plans (EHCP)

Where the SENDCO makes a referral for an EHCP assessment to the LA, the children will have demonstrated significant cause for concern. Parents will have been consulted as part of an ongoing dialogue. The EHCP pathway will be followed and the schools will carry out the recommendations agreed to. (See EHCP Pathway Appendix 1)

It should be noted that if a child clearly has SEND at the admission stage then some stages of the code should be avoided to allow the child to receive the provision they require at an early stage.

Intervention strategies

The SENCO and senior leadership team are responsible for monitoring the impact of interventions within school and there is regular dialogue between the SENCO and members of staff to identify where interventions are working well and where potential issues may arise. Interventions are reviewed termly and discussions around interventions take place within pupil progress meetings to ensure that the most appropriate children are being targeted.

There are numerous interventions that are used throughout school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Quality First Teaching Wave 1	Daily in class support with TA Small group maths and English Code X Inference Training
Wave 2	Outreach support BLAST Numicon Catch Up
Wave 3	Educational Psychologist Hearing and Visual Impaired Service Overfields Speech and Language Support Occupational therapy Learning and Language team CAHMS Speech and Language therapy REACH Key worker

Special facilities in the school

Our school has facilities for the admission of children with physical disabilities.

Staffing and Partnerships with Bodies beyond the School.

The SEND Co-ordinator regularly attends in-service training and network meetings with other SENDCos. She will also provide training, help and advice for other members of staff throughout the school.

Links with outside agencies

When children require additional support the SENCo may also seek advice from other professionals. These include

- Educational Psychologist
- Bungalow Partnership
- SEN Support team
- Speech and Language team
- Outreach support from other schools
- Counselling services
- School nurse
- Hearing and visual service
- Physiotherapy/OT

These external services advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies or materials. They may also work support with individuals or groups to support their learning

Copies of all reports and letters about each child from all outside agencies are sent home to parents and then placed in their SEND file in the filing cabinet in the resources room in order to maintain the central register.

High Needs Funding

Where the cost of special educational provision required to meet the needs of an individual exceeds the nationally prescribed threshold (£6,000 from the school's SEND budget) the authority provides top-up funding (High Needs Funding). The SENDCo will complete a summary provision map form to provide details of expenditure and complete the level descriptor relevant to the child's primary need.

SEND and the Governing Body.

The effectiveness of the SEND policy will be discussed at the regular governors meetings. Our school governor for SEND is Mrs Jane Marron-Shepherd.

Parents of children with SEND.

We actively encourage the involvement of parents of children with SEND. This includes:

- The parental questionnaires when the child is registered as 'SEND support' to gain their views.
- Regular meetings between class teachers and the parents to record and monitor children with SEND.
- Discussing targets identified on the IEP with parents.
- Discussing activities and tasks which the parents could try at home to support their child.
- Inviting parents to the annual reviews of children with SEND who have an EHC.

Links with special schools

The SEND Co-ordinator and Head teacher have strong links with the local special school and autistic school and will actively help and support all those children who receive a statement and are transferred to those schools, as well as seeking advice regarding children in our own school.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

This may include;

- Additional meetings for parents and children with their new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are. Coat pegs etc.
- Enhanced transition arrangements are tailored to meet individual needs

Transition to Secondary School

In year 6:

The SENCO and /or class teachers will meet with staff from the receiving secondary schools to discuss the needs of each individual child.

We will make sure that all records about your child are passed on as soon as possible.

Children will have access to a number of transition days at their secondary school in the second half of the summer term. In some cases, staff from the secondary schools may visit children here in school.

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of this meeting the SENCo should be informed or Head teacher.

If no agreement can be arrived at, the parent can then approach the schools named governor with responsibility for the monitoring of the schools SEND policy.

They would also be given the name of the LA identified/nominated person who has been trained to help them deal with the problem, or the parent partnership service.

It is hoped, however, that matters can be dealt with within the school domain.

Middlesbrough's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. It is available from:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/home.page>

Appendix 1



