



Lawrence View Primary and Nursery School

Special Educational Needs and Disability (SEND) Policy

Our Mission as a Learning Community is:

A place of Learning, Enjoyment and Achievement
A Safe, Open and Inclusive School
A Happy Healthy School
A Supportive School
A Community School
An Effective School

Definition of SEND

At Lawrence View Primary and Nursery School we identify children as having Special Educational Needs if they have difficulties with one or more aspects of school life, which as a result, require the provision of support and/or resources that are different from or additional to those generally provided for children of the same age.

We use the definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We also use the definition of disability as outlined in the 2001 SEN and Disability Act.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Disabilities may be obvious, such as a sensory impairment. However, some disabilities may be "hidden", for example, a learning disability, dyslexia, diabetes and epilepsy.

As a school, we are committed to ensuring that disabled pupils are not treated less favourably than non-disabled pupils. We will therefore make reasonable adjustments to avoid putting disabled pupils at a disadvantage. For further information, please refer to the school's Access Plan.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1 Aims and Objectives

AIMS

Our overall school aims include the following:

- ❖ to maximize each child's potential and progress in all areas;
- ❖ to raise levels of children's attainment continuously;
- ❖ to develop effective and enthusiastic learners;

- ❖ to promote constructive attitudes and values;
- ❖ to foster caring relationships in a secure environment.

Our Objectives

Lawrence View Primary and Nursery School is an inclusive school. We believe that:

- ❖ all pupils need to have access to a broad and balanced curriculum.
- ❖ all teachers need to be able to provide a differentiated curriculum appropriate to the individual's needs and ability.
- ❖ there should be identification of all pupils requiring SEN provision as early as possible in their school career.
- ❖ SEN pupils participate as fully as possible in all school activities.
- ❖ there should be close consultation and partnership so that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- ❖ the views of SEN pupils are sought and taken into account and involved, where practicable, in decisions affecting their future SEN provision.
- ❖ School should seek the support and advice of outside agencies where the pupil's needs cannot be met by the school alone
- ❖ School should be a place where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right and will be encouraged in the wider participation in school life.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

All staff and volunteers at Lawrence View Primary are deeply committed to the principles of inclusion and work hard to ensure that all children experience the best possible education in our school.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

In order to promote these aims the Special Needs Policy seeks to:

- ❖ implement a clear and consistent policy on the identification and assessment of individual needs;
 - ❖ maintain an accurate system of record keeping;
 - ❖ maintain an on-going process of review and evaluation;
 - ❖ ensure a differentiated curriculum for a range of abilities;
 - ❖ encourage positive parental involvement at all stages of a child's education;
 - ❖ ensure that there is a clearly identified channel of communication with the LEA, family of schools and within the staff of this school;
 - ❖ make maximum use of the resources available for Special Educational Needs, both human and material;
 - ❖ maintain an effective liaison with a range of external agencies.
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- ❖ in ensuring that a pupils with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
 - ❖ in reporting at least annually to parents on the implementation of the school's policy for pupils with SEN;
 - ❖ in publishing information about the school's accessibility plans in their governor's annual report to parents;
 - ❖ in drawing up a statement on special educational needs for inclusion in the school's prospectus.

2. Responsibility for the Coordination of SEN Policy

The person responsible for overseeing the provision for children with SEN is Miss Emma Stevenson Assistant Head Teacher and SENCO.

3. Arrangements for Coordinating SEND provision.

The SENCO will hold details of all SEN Support records such as provision maps (including behavioural plans) for individual pupils.

All staff can access:

- ❖ The Lawrence View Primary and Nursery School SEN Policy;
- ❖ A copy of the full SEN Register or alternative school document used for tracking this cohort;
- ❖ Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- ❖ Information on individual pupils' special educational needs, including action plans, targets set and copies of their Provision Maps.
- ❖ Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- ❖ Information on the staff IT system on individual pupils and their special needs and requirements
- ❖ Information on current legislation and SEN provision on staffroom notice boards
- ❖ Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents [in a clear summary version] in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Special Educational Needs Coordinator (SENCO)

The SENCO will:

- ❖ in collaboration with the head teacher and governing body, determine the development of the SEN policy and provision in the school, in order to raise the achievement of pupils with SEN and monitor that achievement;
- ❖ take day-to-day responsibility for the operation of the SEN policy;
- ❖ co-ordinate the provision made for individual children with SEN, working closely with staff, parents and carers, pupils and external agencies;

- ❖ provide related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN;
- ❖ organize training opportunities for colleagues in relevant areas of SEN provision;
- ❖ with the support of the head teacher and colleagues, seek to develop ways of overcoming barriers to learning and ways of sustaining effective teaching, through the analysis and assessment of children's needs, and by the setting of targets for improvement;
- ❖ support teaching assistants who have responsibility for pupils with SEN;
- ❖ oversee the implementation of Individual Education Plans, giving advice on programmes, approaches and suitable resources;
- ❖ maintain and monitor SEN resources.

The Head Teacher

The Head Teacher will:

- ❖ take responsibility for the overall management of all aspects of the school's work, including provision for children with SEN;
- ❖ keep the governing body fully informed of SEN issues;
- ❖ work closely with the school's SENCO and SEN team;
- ❖ provide time and resources for the SENCO to carry out their role.

The Governing Body

The Governing Body will have regard to the Code of Practice in all decisions, in particular:

- ❖ in developing and monitoring the school's general policy and approach to meeting pupils' special educational needs;
- ❖ in setting up appropriate staffing and funding arrangements to ensure the necessary provision is made for pupils with SEN;

- ❖ in appointing a member of the governing body to have a specific oversight of the school's arrangements and provision for meeting special educational needs;
- ❖ in ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN;

4. Admissions arrangements.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

- ❖ The school's admission and transfer procedures are underpinned by the principle of inclusion. The presence or absence of a special educational need is not a factor in the selection of pupils. Children with SEN will be considered alongside those without, as part of the normal admissions procedures.
- ❖ On admission parents are asked to inform the school of any special needs their child may have. This is noted on the admission form and in the child's individual record folder.
- ❖ On leaving or transferring from the school, the child's individual record folder is updated to include:
 - notes on the Special Need Overview sheet;
 - details of any Individual Education Plans and Reviews;
 - information and reports from any external agencies;
 - the most recent National Curriculum assessments.

This information is sent within 15 school days of the child leaving (provided the child's new school is known). Discussion will take place, if necessary, to agree any transfer of funding that may be required.

5. Specialist SEN Provision.

Lawrence View Primary and Nursery School has 54 pupils with SEN.

We have nine members of staff who specialise in SEN provision and support. Maketon signs and symbols are used throughout the school to support pupils with language difficulties. We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements and makes reasonable adjustments for pupils with SEND. For pupils requiring specific adjustments advice would be sought from the relevant agencies and adjustments would be made.

7. Allocation of Resources for SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Funding from Element 1 and 2 is allocated to resourcing TA provision within classes. Additional SEND support during lunchtimes is resourced from additional funding received for specific pupils with SEND. The head teacher in consultation with the Senior Leadership Team and SENCO allocate SEND resources.

8. Identification of Pupils Needs

See the definition of Special Educational Needs at the start of the policy.

Identification and Assessment

The school recognizes the importance of the early identification and assessment of SEN. They will therefore assess each child's current levels of attainment on entry to the school, either by carrying out their own assessments, or by referring to information sent from the child's previous educational

setting. Further assessments will then be carried out by class teachers on a yearly basis.

Formal assessments that are routinely carried out at Lawrence View Primary and Nursery School and which may identify areas of concern are:

- SATs
- Non-verbal reasoning tests
- Baseline assessments/Foundation profiles

Where these assessments indicate areas of difficulty for pupils, the SENCO may:

- ❖ offer advice to colleagues on further screening tests that can be carried out with children to clarify their particular needs;
- ❖ carry out screening sessions with pupils using diagnostic tests such as the Dyslexic Screening Test, auditory and visual tests, and memory tests;
- ❖ carry out classroom observations of pupils;
- ❖ request support from the Schools and Families Support Service to carry out further assessment of a pupil's needs;
- ❖ request support from other agencies to carry out further assessments, e.g. medical staff or the Educational Psychology Service.

Where the SENCO, Assistant SENCO or a representative from an outside agency is going to be involved in assessing a pupil, parental permission will first be obtained.

The Graduated Approach

The School has developed a 4 stage, graduated approach to the management of Special Educational Needs.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the

teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Prior to September 2014 SEND was categorised in two levels; School Action and School Action Plus. This has been replaced by SEN Support.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a Education, Health Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through specialist SEND provision provided by the school as necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Whole school provision for SEND is reviewed each half term by the Head teacher and the Senior Leadership Team in consultation with the SENCO. The staff team share progress during this review period and consideration is given to the following:

- ❖ Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- ❖ Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- ❖ Making use of all class facilities and space

- ❖ Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- ❖ Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- ❖ Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- ❖ Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by *Head Teacher and Deputy Head Teacher* together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the Primary Behaviour Support Team.

11. Evaluating the success of provision.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is undertaken by the evaluation of targets outlined on individual provision maps. This is undertaken at least termly in line with the SEN Code of Practice.

Provision Maps

Strategies employed to enable pupils with SEND to progress will be recorded on a Provision Map. This will record provision which is additional to or different from that which is generally available to all pupils.

Provision Maps will contain up to four targets for the pupil, identifying;

- what will be taught;
- how and when it will be taught;
- what the parental involvement will be;
- who will be involved in supporting the pupil;

- when the plan will be reviewed.

Targets will relate to key areas in communication, literacy, mathematics, and aspects of behaviour or physical skills.

They will be **SMART** targets, i.e.

Specific, Measurable, Achievable, Relevant and Time bound.

Copies of Provision Maps will be sent to parents, as well as to those professionals who work with each pupil.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and headteacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Review procedure:

For children at SEN Support the targets will be reviewed three times a year. For children who are Statemented or have an EHC Plan, Provision Maps will also be reviewed three times a year, with one of these meetings being designated as the Annual Review meeting to which professionals from outside agencies would be invited. This meeting also gives an annual opportunity to assess the current relevance of the child's Statement or EHC Plan.

In reviewing Provision Maps, the following will be considered:

- the progress made by the pupil;
- the parents' views;
- the pupil's views;
- any updated information and advice;
- future action, including changes to targets and strategies.

12. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or head Teacher who will carry out a thorough investigation. If a parent remains dissatisfied they should follow the procedures laid out in the school's complaints procedure.

13. In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

Speech and Language Support
Education Psychology Service
Schools and Families Support Services
Early Years Support Service
Sure Start
School Nurse
Community Paediatrician
Physiotherapists

Social Services
Specialist Nurse Support Teams
Targeted Support
Primary Behavioural Support Team
Child and Adolescent Mental Health Service (CAMHs)

These professionals can visit the school and devise programmes for specific children to use in school. They also offer advice on strategies and resources for school staff to use.

15. Working in Partnership with Parents.

Lawrence View Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

16. Working with other schools.

The school has close links with a "family" of local schools. The SENCO attends regular meetings with the SENCOs of these schools, to develop a joint approach to providing for pupils with SEND. Training for SEN staff can be provided through this close working. The school is also part of the Redhill Alliance. Close links are also established with local Nursery and Secondary Schools, to aid transition of pupils with SEND.

17. Links with other Agencies and Voluntary Organisations

Lawrence View Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENCO is the designated person responsible for liaising with the following:

- ❖ the Nottinghamshire Educational Psychology Service
- ❖ Behaviour Support Services

- ❖ Speech and Language Service
- ❖ Specialist Outreach Services.

The Headteacher is the designated person responsible for liaising with Social Services.

In cases here a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ Mrs Emma McGrenaghan (Headteacher)

Date _____

Signed _____ (SEN Governor)

Date _____