

Lethbridge Primary School

Special Educational Needs Policy

SENDCO – Mrs E Corp - NASENCO award Bath Spa University

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Inclusion Manager – Mrs L Mayes

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 (May 2015).

A pupil has Special Educational Needs or Disability (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.

(Section 6.15 of the SEND Code of practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

A child's SEND may be a result of difficulties with Communication & Interaction (C&I); Cognition & Learning (C&L); Social, Emotional & Mental Health (SEMH), Sensory & Physical development (PSD) or a combination of these. The school offers a graduated response to these needs. These four broad areas of need give an overview of the range of needs that are planned for. The purpose of identification is to ensure that the school makes informed decisions about any provision that is required to best meet a pupil's needs. All aspects of the pupil's learning profile will be considered and parents and the pupil themselves fully involved in this process.

It is important that it is recognised that many other factors, not just SEND, can impact pupil progress and achievement such as attendance and punctuality, health and welfare, EAL (English as an Additional Language).

Lethbridge School aims to:

- Meet and respond to all children's needs through quality first teaching, differentiated for individual pupils, and effective provision and intervention.
- Identify children's needs as soon as possible
- Create an atmosphere of encouragement, self-confidence and motivation
- Raise the aspirations and expectations for all pupils with SEND
- Use a person centred approach which focuses on outcomes and is matched to individual need, working in partnership with parents or carers and the pupil

themselves, seeking their views and taking them into account when planning provision

- Provide full access to a broad, balanced and relevant curriculum, including Early Years Foundation Stage and National Curriculum
- Make provision for all children to receive the support best suited to their needs within the constraints of the available resources
- Meet parents three times a year, usually through regular parents' evenings but also through individual appointments whenever appropriate or necessary via a SENCO drop in clinic every term (these are offered a minimum of 6 times a year).
- Make use of the Swindon Core Standards which outline the Local Authority's expectations of education providers in relation to the identification of SEND and the provision for pupils with SEND – see <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/early-help-landing-and-content-pages/swindon-core-standards-for-send/>
- Use a provision mapping system to assess the impact of interventions and monitor each child's progress. The provision map will be reviewed three times a year.
- Work closely with all agencies concerned to achieve a multi-disciplinary approach to resolving issues and achieving outcomes.
- Use the Early Help Process where appropriate to ensure that where issues may be more complex children with SEND have access to support as soon as possible through engagement with outside agencies etc.

The Graduated Approach:

- SEN support takes the form of a four-part cycle **Assess; Plan; Do; Review**. This is known as the graduated approach.
- **Assess:** A variety of methods, depending on the age of the pupil and the area of need, will be used to make assessments to give objective information about a pupil and any difficulties they may be having. These assessments will be in line with the school's assessment policy such as the termly progress meetings which are held between classteachers and Senior Leaders where pupils who are not making expected progress are identified. Core Standards documentation will be used to identify key areas of concern and to begin to quantify these concerns. Concerns may also be raised by previous settings, outside agencies or parents.
- **Plan:** The information gathered during the assessments will be used to plan an appropriate programme of intervention for each pupil with clear measurable outcomes.
- **Do:** Interventions take place – these can be in the form of targeted focus in lessons in the classroom, small group work, a specific programme followed out of the classroom, 1:1 individual targeted work, adjustments to the environment or provision of specific resources.
- **Review:** The pupil's progress is reviewed against the outcomes set and further assessment may take place, thus the cycle begins again.

- Through the above process decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Where needed Core Standards documentation will be used to track the process and to support referrals to relevant outside agencies.
- The School recognises the continuing importance to keep and regularly update a Special Needs Register whereby the child's classteacher will keep parents informed of any changes.
- An Early Help Record may be used to help gather information and support recording of plans and outcomes where a pupil's needs are more complex or may involve social care.
- Where a pupil's needs may require special education provision to be made in accordance with an EHC Plan (Education, Health & Care) then a request for Statutory Assessment will be made to the Local Authority.

Admissions

At Lethbridge Primary School we welcome all children, whatever their needs and abilities.

The School's admissions policy is guided by the Education Act 1996 where there is a clear expectation that pupils with SEND will be included in mainstream schools.

The school will admit pupils with already identified special educational needs, as well as making provision for pupils not previously identified as having SEN.

The School may not refuse to admit a child because they feel unable to cater for their special educational needs, notwithstanding the Code of Practice statement:

it may not always be possible to take reasonable steps to prevent a mainstream place being incompatible with the efficient education of others.

Where Lethbridge Primary School is named in a child's EHCP, it has a duty to admit the child to the school

Access Facilities

- ◆ Improvements to the environment and its accessibility for pupils and all members of the School community are included in the development plan for the remodelling of the School site and will be in accordance with the recommendations found in the Disability Discrimination Act 2005 'Schools Access Initiative' strategy and the Disability Equality Act 2020.

Resources

- ◆ The learning environment and the organisation of support for children with SEND are determined by the availability of resources, both human and material.
- ◆ The School will ensure that children with SEND will benefit from funds allocated to them in a range of ways; for example through the provision of staff training, additional staffing, books, materials and equipment.

- ◆ It is at the discretion of the governing body as to how the money is allocated. Ways in which children with SEND have benefited will be recorded on the School's Provision Mapping system as well as in annual review documentation for pupils with EHCPs.

Partnership with Parents and Carers

Lethbridge Primary School values a successful partnership with parents and carers of children with SEND and recognises the important implications for the child's educational progress.

The School will record and act upon concerns expressed by parents and carers.

The school runs an informal termly SENCO drop in appointment system whereby any parent can request a meeting with the SENCO and classteacher to discuss concerns. These meetings can be used flexibly for families to plan how school can best meet their and their child's needs.

Partnership with Pupils

'Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'.

See Articles 12 and 13, the United Nations Convention on the Rights of the Child

Lethbridge Primary School believes that it is beneficial for all children to be involved in making decisions right from the start and the ways in which they are encouraged to participate should develop to reflect their evolving maturity. It is aware of the particular importance of the right of children with SEND to be involved in making decisions and exercising choice. One Page Profiles and All About Me proformas are used to sensitively seek pupil views and to raise the profile of pupil voice in meetings.

Partnership with the Support Services

Lethbridge Primary School recognises the important role the support services play in helping to identify, assess and make provision for children with SEND. The school fully engages with local early help systems and acts as professional lead for pupils where appropriate. Through the Local Offer the school fully engages with all appropriate support services. See

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/>

Outside Agencies/Support Services regularly accessed by the school:

- Autistic Spectrum Condition outreach team (SASS)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist
- Hearing Support team
- Neuro Developmental Conditions team (Community Paediatrics)
- Occupational Therapist
- Physiotherapist
- School Nurse

- Social Emotional and Mental Health Support Team (SEMH)
- Special Educational Needs and Disabilities Information and Advice Service (SENDIASS)
- Specific Learning Difficulties team – dyslexia and dyscalculia (SPLD)
- Speech and Language Therapy (SALT)
- Swindon Assistive Technology Service
- Swindon SEND Families Voice
- Targeted Mental Health Services (TaMHs)
- Visual Impairment Support Team.

Inset

The School aims to promote sharing of ideas and strategies to support good practice in SEN. Where provision and resourcing is available the School will further the professional development of the SENCO, teachers, support staff and governors by providing relevant INSET within school and supporting their attendance on courses organised by outside agencies.

Publicised SEN courses will be brought to the attention of the appropriate staff by the CPD Lead or the SENCO.

Support staff will be encouraged to participate in nationally recognised training to enhance their skills and consolidate their role as a valued professional.

The SENCO will provide opportunities for all staff to seek regular advice and discuss the SEND of individual children.

Written September 2020

Approved by Governors

To be reviewed September 2021