



Special Educational Needs And Disability (SEND) Policy

Date Completed: March 2020

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Review Date: October 2020

At Lakeside Primary School we strongly believe that we are an inclusive school, cater for children with a variety of special needs and we value the individuality of all of our children. We are committed to giving all children every opportunity to achieve the highest of standards.

We have produced a guide for parents of children with SEN. **The Lakeside Special Educational Needs Information Report** is available from our website and explains how we support children and parents. There is also a paper version available from the Office.

This SEND policy is written to comply with the 2014 Children and Families Act and the SEN 2014 Code of Practice together with the Equality Act 2010.

The SEND contact at Lakeside Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to **Annamarie Jones - SENCO Tel. 01827 213990.**

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth - 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support'. All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory

We have children in all these categories of SEN.

- We are working close with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching'. This means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 Code of Practice: 0 to 25 years

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Lakeside. SEN children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognized and met through varied and flexible provision throughout the curriculum.

We are a 'Dyslexia Friendly School', achieving 'enhanced' status in May 2016. We believe that this not only benefits children with dyslexic tendencies but also has a significant impact on other pupils whose literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

SEN at Lakeside Primary School

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing body to enable them to fulfill their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning of all pupils.

14.5% of our children are on the SEN Register. This is in line with the NA 14.9% (2019). This means that all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- dyslexia, dyspraxia and dyscalculia, moderate learning difficulties, global developmental delay

Social, Emotional and Mental health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties.

Physical and Sensory

- Hearing impaired

Medical Needs

- Epilepsy, allergies, bowel disorders, cerebral palsy and diabetes

Identifying children at SENS (SEN Support)

Children with SEN 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 SENCo. A SEN Concern Form is then implemented.
- Class teachers are continually aware of children's learning. 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 parental requests seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The SENCo is qualified to undertake a range of standardised tests with children. She can use these assessments to add and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally to let them know that their child is being placed on the SEN Register.
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the code of Practice 2014.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. A Personalised Learning Plan will be initiated and targets set, with teacher, parent and pupil contributions. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term there is an annual review of the child's progress.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a school report is completed recording the child's strengths, effort, and next steps in their learning.
- Termly, at progress meetings, the child's ILP (Individual Learning Plan) will be discussed. Either new targets or agreed next steps towards targets will be set.
- Half-termly the SENCo and teacher will discuss each child's ILP. If there are any concerns or issues raised these will be recorded and acted upon.
- Staff/SENCO will meet with parents, at least three times across the year, to review targets.

Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality targeted support, we may apply for the child to be discussed at the Tamworth SEN Hub. This requires consent from parents and is a forum where other SENCOs from local schools can offer alternative support/strategies that may have not previously have been considered. If applicable, these suggestions can be added to the support process and evidence gathering in preparation for applying for an EHC Plan. If after this stage progress has still not been made, the child will be discussed at the Local Management Group (LMG) where an application for an EHCP will be supported. Generally, we apply for an EHC Plan if:

- The child has a disability which is life long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Two Terms worth of evidence supporting the plan do assess review process

Having a diagnosis (eg. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The statutory maximum time scale for the whole process to be completed by is 20 weeks. By this time, a DRAFT plan will be shared with all stakeholders including the named school on the plan. Information on parents/young person's right to appeal shall also be included.

Teaching and Learning

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Targets for children at SENS are challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCO who monitors overall progress after the intervention. The SENCO monitors interventions to clarify 'what works'.

Adaptations to curriculum teaching and learning environment

Lakeside Primary School is on one level. Adaptions to the physical environment will be made as appropriate.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Class trips are part of the curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our staff are trained to work with children with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. TAs also have expertise and training in specific areas (eg . Speech and Language, Positive Play).

- How to support pupils with a diagnosis of dyslexia
 - How to support pupils on the autistic spectrum.
 - How to support pupils with behavioral difficulties.
 - How to support pupils with attachment difficulties.
 - How to support pupils with speech, language and communication difficulties.
- Enhanced training has been provided to relevant staff on:
- Hope (Counselling for children and parents)
 - Positive Play
 - Success @ Arithmetic
 - Epipen, Asthma Awareness, Paediatric First Aid,
 - Attendance at the SENCo Update.

The SEN Link Governor will have completed the SEN Governor training.

Advice will also be sought from external agencies regarding strategies to best meet specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Special Educational Needs Support Service
- Behaviour Support Service
- Dyslexia Support
- Autism Outreach Team
- Hearing Impairment team
- Speech and Language Therapists (SALT)
- Educational Psychologist Service
- Educational Welfare Officers

- Social Services
- CAMHS (Child Adolescent Mental Health Service)
- Malachi
- School Nurse

Children with social, emotional and mental health needs

If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (eg. bereavement, parental separation) we complete a CAF with the family and support the child through the process.

If parents and school are concerned that the child may have mental health needs, school will make a referral to CAMHS, Malachi or engage the support of the School Nurse,

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers a range of interventions - Positive Play, The Hope Project, Nurture, Forest Schools. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behavior is responded to consistently, in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

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, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Experience playtime/lunchtime on a different playground, when moving from KS1 to KS2.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Y6 pupils are held, where possible, in the Summer term of Year 5 or the Autumn term of Year 6. The secondary school SENCO, together with any agencies already involved, are invited to attend the meeting and any other review meetings. Additional transition arrangements may be made at these reviews eg. extra visits.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is David Ellis. He meets with the SENCO at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Staffordshire'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. Staffordshire's Local Offer is available from the website www.staffordshiremarketplace.co.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed: Chair of Governors

Date: February 2020 (Draft)

Date: March 2020 (Final)

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