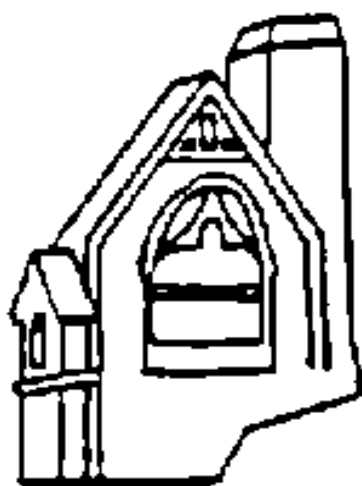


# LIONEL WALDEN PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2019-20

Updated: September 2019  
Review Date: September 2020

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### PRINCIPLES

At the Lionel Walden Primary School/Pre-school we are determined to meet the educational needs of all our pupils.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities that prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The Governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, whether they have SEND or not, must have an equal opportunity to participate in the full curriculum of the school/Pre-school (including the National Curriculum) and all activities. Pupils with SEND will be encouraged to become independent and take responsibility within the school/Pre-school.

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving this aim:

- |                  |   |
|------------------|---|
| <b>governors</b> | by fulfilling their statutory duties to pupils with SEND, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of SEND and by participating in appropriate training;                     |
| <b>staff</b>     | by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, pupil, parents and other agencies and by participating in appropriate training; |
| <b>pupils</b>    | by having their wishes about their own needs carefully considered and by all pupils treating their peers with respect;  |
| <b>parents</b>   | through consultation and by working in partnership with the school to help meet their child's needs.  |

## **ROLES AND RESPONSIBILITIES**

Special Educational Needs and Disability Co-ordinator	<b><i>Mrs Ruth Wilson</i></b>
Special Needs Governor	<b><i>Mrs Veronica Cronin</i></b>

### **The Classteacher/Pre-school leader:**

- identifies that a pupil has SEND;
- plans what each pupil should learn and;
- teaches pupils at all stages;
- supervises any helpers (such as Teaching Assistants) involved in the learning of their pupils;
- assesses and records whether learning has occurred.

### **Special Educational Needs and Disability Co-ordinator (SENDCo):**

- oversees the school's special needs policy;
- advises teachers on how pupils might meet planned learning objectives;
- co-ordinates provision for pupils with special needs;
- maintains the school's special needs register and oversees the records kept by *Classteachers* on all pupils with SEND, and which form part of the pupil's individual education plan;
- liaises and works in partnership with the parents of children with SEND;
- contributes to the training of staff and governors;
- liaises and works in partnership with external agencies, including SEND Specialist Services, Speech and Language Therapy Services, School Nursing, Locality Team and the Hearing and Visual Impairment teams.

### **Headteacher:**

has overall responsibility for management of the policy, for assessment and provision for pupils with SEND and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

### **Named Governor:**

is informed by the LA when they conclude that a pupil at the school has SEND and is the person responsible for ensuring that all the appropriate people know about that pupil's needs.

## **THE GRADUATED RESPONSE APPROACH**

The school/Pre-school implements a graduated approach to providing help for pupils with SEND. This is the three-staged approach recommended by the Code of Practice (2014) which recognises that there is a continuum of need matched by a continuum of support. This

response is seen as action that is additional to, or different from, the provision made as part of the school's usual differentiated curriculum and strategies. The three stages are:

### **1. High Quality Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- 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.
- 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.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- It can then be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

### **2. SEND 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 SEN register. 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 ongoing 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 actions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

When deciding whether to make Special Educational Provision the teacher and SENCO consider information about the pupil's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, ongoing termly teacher assessment and early assessment materials.

#### **Plan**

The child will be placed on the SEN list (register) and their needs will be planned for in a meeting with the class teacher and parents, when targets will be written and the pupil's needs planned for. This could involve small group work, the use of supporting materials such as pencil grips or writing slopes or seeking advice from external agencies and professionals. Targets will be written as part of the education plan.

#### **Do**

The arrangements decided at the planning meeting will be carried out. If outside agency support is required, this will be discussed with the SENCO. The teacher will plan to ensure

that the pupil has opportunities to address their targets on a weekly basis and the teacher will record the outcome of this. This evidence is monitored by the SENCO.

#### Review

Following termly assessments the SENCO and class teacher will consider whether the pupil needs to remain on the SEN register or not. Targets set will be reviewed by the parents and teacher. The pupil will then either be removed from the SEN register (if they have met the exit criteria) or new targets will be written together with the parents, beginning the cycle again.

Targets are focused around the following principles:

- Closing the attainment gap between the child and their peers
- Preventing the attainment gap from growing wider
- Matching or bettering the child's previous rate of progress
- Ensuring full access to the curriculum
- Demonstrating an improvement in self-help or social or personal skills
- Demonstrating an improvement in the child's behaviour

### **3. 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 an Education, Health and 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
- SEND Specialist Services
- 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 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.

### **Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire 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. 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. 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. This will be led by the SENDCo. 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.

## **HIGH ABILITY CHILDREN**

Lionel Walden Primary School is committed to meeting the needs of children with high ability. Early identification is an equally important principle and this may apply to one subject in particular, e.g. Mathematics. A range of strategies are available including acceleration into a class with a higher age group, specific subject lessons with an appropriate ability group from a different class, various individual arrangements and specific support from staff expertise, e.g. with ICT. Children identified as having SEND due to their high ability will be discussed with the SENDCo and Headteacher.

## **ADMISSIONS POLICY**

The currently agreed admissions policy of the Governors makes no distinction as to pupils with SEND. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an EHC Plan, the SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has SEND.

The SENDCo will work closely with the Pre-school and any feeder schools in coming to a decision about the most appropriate provision for pupils with SEND.

## **SPECIAL FACILITIES**

The school annexe building has adequate disabled access and toilet facilities.

## **ALLOCATION OF RESOURCES**

The Governors will allocate funds to meet the needs of pupils with SEND. At the meeting of the Governing Body which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA under special needs headings in the Section 52 Statement, and to the amounts allocated for SEND in the proposed school budget.

The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the pupils in the school with SEND.

The Governors require the Headteacher and SENDCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment

and staff time for the benefit of pupils providing there is no disadvantage to the pupil to whom they are nominally allocated.

### **IN-SERVICE TRAINING FOR STAFF AND GOVERNORS**

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's in-service training plans for SEND will include details of training for Classteachers, the SENDCo, Learning Support Assistants and other school/Pre-school staff.

The SENDCo will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LA and other schools to devise and share training opportunities.

The Governors will give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

### **PRE-SCHOOL**

The policy for Special Educational Needs applies to Pre-School as well as school. Responsibilities and the staged process remain the same for Pre-school except the Pre-school leader carries out the responsibilities of the Classteacher. Early identification of SEND in Pre-school is a crucial factor in gaining adequate provision and learning programmes in order to meet the special needs of Pre-school children. Liaison with the Pre-School Learning Support Service is an integral part of the process.

### **PARENT PARTNERSHIPS**

Lionel Walden Primary School/Pre-School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views of parents and the pupil. All communications involving decisions will be recorded.

We will try to get to know the parents of pupils with SEND and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with the child at home and in school. We must take their views extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

We recognise that the failure of a parent to participate in the partnership does not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with SEND will benefit all parents. We will do our best to ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child.

The school/Pre-school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil.

We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

## **COMPLAINTS**

If you have any issue or complaint about the special educational provision for your child, or about SEND provision generally, please speak to the Headteacher. The Headteacher will investigate and then contact you ***within five school days***. If he/she has not resolved the matter to your satisfaction, it will be referred to the Chair of Governors, who will consider the complaint at and contact you.

## **EVALUATION OF SUCCESS**

The Governors will evaluate the success of this policy of the school by enquiring how effectively pupils with SEND participate in the whole curriculum and all activities.

In particular the Governors will come to judgement about:

- the views of parents on the working of parent partnerships;
- the effectiveness of the staged procedure in meeting needs;
- how well pupils with SEND take part in the whole curriculum of the school;
- how independent pupils with SEND become;
- how pupils with SEND take responsibility within the school;
- how resources have been allocated to and between pupils with SEND;
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.