

Laughton All Saints' C of E Primary School

Special Educational Needs and Disabilities Policy 2022-2023



Date of Policy: June 2022

Date of Review: June 2023 (or sooner if required)

SEND POLICY

1. INTRODUCTION

This SEN Policy will be used alongside and in conjunction with The Local Offer offered by Rotherham Local Authority and various other school policies namely The Attendance Policy, The Parental Involvement Policy, The Pupil Premium Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the head teacher and SENCO, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

Our school is committed to providing equal opportunities for all pupils; we believe children are entitled to a broad, balanced and differentiated curriculum. We aim to provide a stimulating, supportive environment where all children are motivated to learn. Whenever possible, work is based on first-hand experience, using a multi-sensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence.

At Laughton All Saints', we have adopted the SEN Code of Practice 2014. This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of all of our pupils are met through carefully planned lessons delivered by outstanding teachers who understand the needs of the children in their class.

2. OBJECTIVES - all teachers are teachers of children with special educational needs.

- All members of the school community will be treated with respect and equality according to the principles of a Church of England school.
- This policy will underpin all the other policies of this school.
- This policy will ensure that the provisions of the Equality Act 2010, SEN and Disability Act 2010 and Disability Discrimination Act 1995, and subsequent code of practice are put into place in this school. It will ensure that the statutory Special Educational Needs and Disability Code of Practice for SEN is implemented.
- The policy will ensure that the provisions of the Race Relations (Amendment Act) 2000 together with the Race relations Act 1976 and subsequent code of practice, underpin all aspects of the school's work.
- High quality teaching, which is differentiated and personalised will be available for all pupils.
- At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.
- The majority of children will learn and progress within these arrangements.
- Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.
- An expectation that all children can succeed and lead fulfilled lives based on their early positive experiences in a nurturing Christian school.

3. STRATEGIES

Identification of Children with Special Educational Needs

The categories of need are outlined in the 2014 SEND Code of Practice and are as follows:

- Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.
- Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

The following factors are not considered to be SEND, but may have an effect on the progress and attainment of some pupils:

- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils with medical conditions
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
 - Pupils under the care of Social Services or pupils who may be in public care, or living with foster families: Looked after children (LAC)
- Pupils who are the children of Servicemen and Women
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance and/or punctuality
- Pupils who are at risk of disaffection and exclusion from school.

A Graduated Approach to SEND

Provision is identified and managed by the school SENDCo. However, the provision will be planned and delivered by the class teacher and support staff. All interventions follow the Assess, Plan, Do, Review cycle as instructed in the SEND Code of Practice.

Classroom and targeted support

Many children can experience a delay in their learning at some point in their education. Parents, carers, class teachers or any other teaching staff may identify a specific area (areas) which a child may need additional support.

All children in school receive class teacher input, via quality first teaching. They may also take part in targeted learning activities within their classroom or intervention space. Such targeted learning activities could include: additional reading, phonics sessions or support in Mathematics, English or any other curriculum subject. If teachers feel additional support is needed to support a child's communication and interaction or social, emotional or mental health needs, children can attend group activities in school which support children further with their needs. These take place with our pastoral lead, Mrs Veitch. Interventions may include social skills, Lego Therapy and emotional regulation.

Outside Agency Support

When a child has been identified by the SENDCo as having an additional need, sometimes outside agencies need to be consulted with. This may be to gather more information about the child's needs, to ask for advice in supporting them more effectively or to set targets for the children to work on in interventions. These services may be the Inclusion Support Services (ISS) or the Educational Psychology Service (EPS). You will be asked to give permission for services to see and assess your child.

If a child receives additional classroom, targeted or agency support, the child will usually be placed on the SEND register. Parents and carers will usually receive reports from any involved professionals. These may be written or given as verbal feedback face to face. They will be included in the school's termly review cycle where parents will be invited to discuss any concerns with the Class Teacher, SENDCo, and any other relevant professionals who are able to attend. Children will also have an Inclusion Support Plan or an SEND support plan which identifies their strengths and needs and where targets are set and provision is clearly outlined. This will be reviewed termly.

Educational Health and Care Plans (EHCPs)

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

If a child had a statement of special educational needs this would be replaced with an EHC. It is a plan put together by the LA when a range of information has been gathered and an assessment undertaken. The LA will work with the family and are given a personal budget to spend as they see fit.

Criteria for Exiting the SEND register

A child's needs are constantly changing and we hope that many difficulties can be overcome by appropriate support and intervention. Where the pupil, parents and school feel that sufficient progress has been made, and that there is no longer a need for any additional and different provision, pupils will leave the SEND register. Pupils may move on and off the SEND register if parents, carers, teachers and the pupil are in agreement. Any movement will be carefully monitored by the SENDCo and the SLT using the school's own tracking systems.

Roles and Responsibilities

Governors must:-

- Ensure a member of staff is designated SEND co-ordinator.
 - Ensure the necessary provision is made for pupils with SEN.
 - Consult with the LEA and other bodies to co-ordinate SEN provision.
 - Publish an SEND policy.
 - Ensure that pupils with SEND have full access in all areas of school life.
- Ensure that a summary of the SEND policy is included on the school website.
Consult with the LEA about appropriate staff training in SEND.
- Have regard to the Children and families act 2014 and the SEND code of practice 0-25

The Headteacher:

- Has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- Will keep governors informed about SEND in school via termly reports to the Governing body by the SENCO.
- Has the management role to determine how resources are allocated to and amongst children with SEND.

The Headteacher is Miss J Birks who meets with the SENDCo regularly to discuss SEND throughout school.

The SENDCO is responsible for:-

- The day-to-day operation of the policy; liaising with and advising fellow teachers; Co-ordinating provisions for children with SEND; Maintaining the school's SEND register; liaising with parents / carers of children with SEND; Identifying and contributing to the in-service training of staff; liaising with external agencies including the Educational Psychological Service and other support agencies, medical and Social Services and voluntary bodies.
- The SENDCO identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.

The SENDCO is Miss E Sabin.

The Class Teacher will:-

- Plan a broad and balanced curriculum. Assess and plan differentiated activities
- Identify a child's SEND using the agreed criteria.
- Assess each individual child's SEND at the earliest opportunity. Employ learning strategies and programmes which will cater for SEND.
- Plan and SEND Support Plans or Inclusion Support Plans, with the help of the SENDCO where appropriate, to enable each child to have access to the National Curriculum.

- Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEND to experience success.
- Assess and review progress, keeping records in accordance with school guidelines.
- Liaise with parents at regular intervals.
- Inform and explain the procedure to parents, value their contribution to reviews and Support Plans.
- Inform the Headteacher and the SENDCo of any child with additional needs.
- Liaise with Support Assistants who are working with children with SEND.
- Participate in regular SEND meetings and training.

Teaching Assistants will:-

- Work alongside Class Teachers implementing programmes with individual children under the direction of the teacher.
- Prepare appropriate materials and resources.
- Feedback information to staff and keep records as directed by the teacher
- Contribute their knowledge of the child and progress to enable future provision to be made.
- Undertake any necessary training.

Parents

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:-

- Acting upon parental concerns.
- Formal and informal discussion between parents and staff.
- Providing activities for parents to work with their children at home when appropriate.
- Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.
- Informing parents about school policies for SEND in the School Prospectus and at Annual Parents Meetings.
- Making clear to parents the complaints procedure should they feel dissatisfied with the provision made for their child, details of which are available in school with the class teacher.

Reviewing the Policy

This policy is reviewed annually by the SENDCO and SLT. The next Scheduled review is June 2023.

Dealing with Complaints

Complaints about SEND provision should be made in the first instance to the Class Teacher who will inform the SENDCO. If parents remain dissatisfied they should speak or write to the Headteacher. Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEND.