

Special Educational Needs and Disabilities Policy

School Vision, Values and Aims

Our school vision, values, aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

“Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself” (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37 The Good Samaritan
Responsibility	Luke 15:11-32 The Prodigal Son
Compassion	Luke 19, 1-10 Zacchaeus the tax collector
Perseverance	Luke 5:17-26 A man is helped by friends to see Jesus

Aims

Our principle aim - For all to know that they are welcome here

To show kindness and forgiveness

To listen to one another

To seek enjoyment in our work

To show patience with one another

To show love towards one another

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one another

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one other

To have confidence

To encourage one another

To support and challenge one another

To believe in one another

Policy Approved November 2023

To be reviewed November 2024

This policy has been developed with staff, governors and parents and should be read in conjunction with our SEND Information Report on our website. The SEND Information Report is a document which is updated annually and details how our school has supported children with SEND and their parents/carers over the previous year.

Our SEND Vision

At Leckhampton C of E Primary School we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. We aim to identify and minimise any barriers to learning and participation at the earliest possible opportunity so children can meet their true potential.

In our school every teacher embraces the needs of all the pupils in their class including those with SEND (Special Educational Needs and Disabilities). We are committed to raising the aspirations and expectations for all pupils with SEND. We focus on the outcomes for children and implement a wide range of well researched strategies, not just providing 1:1 support.

Our Aim

Our policy and practice is guided by the key principles of educating inclusively:

- offering excellence and choice and incorporating the views of parents and children
- actively seeking to remove barriers to learning and participation
- offering children access to an appropriate education that affords the opportunity to achieve their personal potential

All our policies are developed with regard to children's safety and with reference to our Safeguarding Policy. All of our school policies are linked and the SEND policy should be read in conjunction with the Anti-bullying policy, Equality Statement, Accessibility Plan, Supporting Children with Medical Conditions Policy and the Teaching and Learning Policy.

Our Objectives

- To create an environment that is supportive of the needs of all children.
- To ensure that the highest level of achievement is promoted for all children, including those with SEND.
- To identify needs as early as possible and provide effective support.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed through a whole school approach.
- To develop an effective partnership between school, parents and outside agencies.
- To allow children and parents to participate in decision making about provision to meet their special educational needs.
- To track and monitor provision and procedures to ensure pupils with SEND make optimum progress as they move through the school.
- To provide an atmosphere of support in which self-confidence can flourish and self-esteem is fostered.

The SEND Team at Leckhampton Primary School

At Leckhampton Primary School all staff are committed to meeting the needs of all children. Our SEND strategy and provision is coordinated by the SENDCO and Inclusion Lead, Mrs Suzie Pinless.

Any enquiries about an individual child's progress should be addressed to the class teacher because they know the child best.

Staff Expertise

All of our staff are trained to work with children with special educational needs. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff have regular training and development opportunities. We have a regular programme of professional development sessions for teachers and teaching partners and also attend courses run by the Advisory Teaching Service or Educational Psychology Service. We take full advantage of the local authority network of advisory teachers to ensure we have a thorough understanding of the best strategies to support all pupils.

The SENDCO, in conjunction with the Senior Leadership Team, regularly reviews how expertise and resources can be used throughout the school. Through school improvement processes and effective self-evaluation we consider how special educational needs provision can be developed and enhanced.

The SENDCO regularly attends local authority network meetings in order to keep up to date with local and national updates in SEND and uses current research to inform our school decisions about the most effective practice.

Identifying Special Needs

The Special Educational Needs and Disability code of practice (0-25) (2014) states:

“A pupil has SEN 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (6.14)

Communication and interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child with communication needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have a number of strategies and policies to support children and young people, including managing the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with a multi-sensory impairment have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

As a school we match our curriculum to the needs of all children. Particular issues which may impact on progress and attainment but are not necessarily SEND are:

- Attendance and Punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of a pupil premium grant
- Being a looked after child
- Being a child of a person in the Armed Services
- Disability (The Equality Act (2010) sets out the legal obligation on schools to make reasonable adjustments to ensure disabled children are not at a substantial disadvantage compared with their peers)

A Graduated Approach to SEND Support

Our aim is to provide high quality teaching and learning for every child. Within the classroom every teacher is aware of each child's needs through daily ongoing assessment in the form of questioning, conversation and scrutiny of work. We also carry out more formal assessments regularly. The teachers plan their lessons so that there are high expectations of all pupils and the work matches the needs of each child in the class, supporting or challenging individuals as necessary. It is important that all children are given the opportunity to achieve age appropriate learning outcomes, and to this end work is scaffolded to ensure that limits are not put on children's learning.

The following stages show the process we follow when a teacher, parent or Inclusion Lead have a concern about a child and are part of the SEND Identification Process.

Stage 1

A teacher or parent is concerned about a child's presentation in class and/or the progress they are making generally or in a specific area of the curriculum. Teachers may raise a concern as a result of a scheduled meeting with the Inclusion Lead.

Stage 2

The class teacher builds a picture of the child's need. This may be through:

- Observations
- Assessing work books
- Tracking pupil data
- Conversations with parents

The class teacher develops an understanding of - What needs to be improved? What is the specific barrier? Where are the gaps in learning?

Stage 3

The Class teacher identifies specific scaffolds and aids or introduces an intervention with the aim of addressing the need. These strategies are used for 6 weeks.

Teachers record their findings on the dedicated **Monitoring Form**. The Monitoring Form is emailed to the Inclusion lead and a copy is saved in the Class MyPlan Folder for future reference. Teachers inform parents of the intervention taking place and feedback on the impact of the changes so far.

Stage 4

A review takes place after 6 weeks. Teachers assess the following - Has the barrier been reduced or removed enough? Has the gap made smaller or removed?

Stage 5

If NO, complete a **Cause for Concern Form**. The Inclusion lead will meet with the class teacher to plan a way forward. This plan might include:

- Targeted interventions or strategies
- Diagnostic assessments
- Introduction of a MyPlan

If YES, continue to monitor progress.

Parents will be kept informed of developments at each stage of the SEND Identification Process.

At Leckhampton C of E Primary School we place particular importance on working in partnership with parents and if a child is experiencing difficulties parents will be informed either at parents' evenings or in an informal meeting with the class teacher.

The aim of a My Plan is for a child to catch up and if that is the case then, after discussion between the class teacher and parents, it will be ceased.

Sometimes, interventions will not provide the rates of progress we would hope for and then the school has access to external agencies and professionals who can carry out more specialised assessments to help decide on the best provision to help children to make progress. A further My Plan will be used to record the outcomes and actions that will help to remove the barriers to learning for that pupil.

For some children with identified learning difficulties, or where they are not making progress even with targeted interventions and support, we may need to carry out a My Assessment. This will involve

multiple external agencies who will work in conjunction with us to decide how best to proceed. The support given will be recorded on a My Plan+ with the full involvement of the pupil and their family. When the My Plan+ has been reviewed several times some children may reach a point where further support is needed and an Education, Health and Care Plan (EHCP) will be considered. This is designed to support the holistic needs of the child. The decision to offer an EHCP is taken by the Local Authority and the support offered will match the holistic needs of the child. As the name suggests an EHCP will have involvement from professionals from education, health and social care as appropriate. This is outlined in our Inclusion model (see Appendix).

Managing Pupils Needs on the SEND Register

We follow a process to manage pupils' needs on the SEND register:

- | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess | When children are placed on the register the SENDCO may have carried out some specific assessments to give a clear picture of the child's level of need. This will help us to decide on the correct support to ensure the child's progress accelerates. The class teacher or teaching partner will carry out baseline assessments so that we can track the child's progress from this point. |
| Plan | The class teacher will meet with the parents, and the pupil if appropriate, to agree the outcomes. The class teacher may ask the SENDCO to help with planning the best actions to achieve these outcomes. My Plans have Specific, Measurable, Achievable, Realistic and Timed outcomes and clear review dates. The child's progress will be reviewed regularly and outcomes change as necessary. |
| Do | The actions that are detailed on the My Plan will be carried out as specified. These may be 1:1 support weekly or daily; group work or specific work in the classroom. The child may work with the class teacher, a teaching partner or another teacher. The person working with the child will provide feedback for the class teacher on how the pupil is progressing. We feel it is important to work in partnership with parents and activities may be provided to be carried out at home. |
| Review | The outcomes on the My Plan will be reviewed using objective assessments. The teacher will talk to the child and new outcomes will be agreed. Parents will be involved in the review process sometimes informally through a brief chat when collecting their child, or more formally at least three times per year. |

Supporting Pupils and Families

We understand that having concerns about how your child is getting on in school can be very worrying. We have a skilled and experienced team who will listen carefully to your concerns, so please come and talk to us.

On our website we have an offer of Early Help (<https://www.leckhampton.gloucs.sch.uk/about-our-school/early-help-offer/>) for families as well as our SEND offer (<https://www.leckhampton.gloucs.sch.uk/about-our-school/send-school-offer/>). This is the link to Gloucestershire's SEND Local offer. https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

The Gloucestershire SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) provides information, advice and support for parents and carers of children with Special Educational Needs (www.sendiassglos.org.uk).

Our admission arrangements are also set out on our website.
<https://www.leckhampton.gloucs.sch.uk/admissions/>

Transition Arrangements

We aim to make transitions as smooth as possible. When children move between year groups the teachers have designated time to meet and discuss the needs of all the children in the class, particularly the more vulnerable pupils and those with Special Educational Needs. Teaching Partners also meet to discuss children they work with. If children need more support we may

- produce transition booklets with photographs of key people and places
- arrange additional visits to the classroom environment
- arrange for 1:1 sessions with the new teacher or TP

When children with special educational needs transfer to our school from another school the SENDCO liaises with the SENDCO at the previous school to ensure we can help the child to settle quickly by providing continuity as much as possible.

When our children move to secondary school, our staff work closely with the teachers and SENDCO at each school and ensure that key information is passed on. We often arrange extra visits for children to help relieve any anxieties they may have. Children with EHC Plans have a transition review in year 5 and parents are asked to express their secondary school preferences. The SENDCO of that school will be invited to attend that meeting and all further progress reviews.

Monitoring and Evaluation of SEND

We are always striving to improve and develop our practice and we regularly monitor and evaluate the quality of provision we offer all pupils. We welcome feedback from pupils, parents, staff and governors as part of an active process of continual review.

The Senior Leadership Team regularly monitor standards through lesson observations, scrutiny of planning and children's work and learning walks. Governors visit the school regularly to observe work in class and to have discussions with pupils. Pupil views are ascertained through discussion groups, 1:1 sessions and an annual survey. Parents' views are actively sought through My Plan and EHCP review meetings as well as questionnaires, an annual survey and specific parents' discussion groups about SEND.

At least three times a year, the Inclusion lead will observe and monitor in each class focussing on the following aspects;

- observe the teaching and whether children on the SEND register can access it,
- observe the learning environment including any resources being provided to support the children in the class,
- complete a book look focussing on children on the SEND register to ensure work is scaffolded where necessary,
- observe the SEND child and any children highlighted by the class teacher as children who may need support or who the class teacher feels they would like support with,

- observe the Teaching partners support in class
- observe whether the My Plan actions are being fulfilled.

The Inclusion lead will then meet with the class teachers to share any observations, actions or to discuss any children the class teacher has concerns about.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities in meeting the needs of children with SEND and fulfils the requirements of the Code of Practice 2014. The Governor for SEND is Paul Harris, who meets with the SENDCO at least three times a year to accomplish this.

Storing and Managing Information

All pupil information is stored securely and transferred to other relevant agencies by secure means e.g. a secure online system or delivered by hand. On transfer to another school all information on a pupil's record is transferred to them.

Accessibility

Leckhampton C of E Primary School is fully accessible. The school is on one level, the corridors are wide and we have 2 accessible toilets. In addition, we have a hygiene suite which has an adapted toilet, multi-height sink, shower, hoist and sluice sink. We have plenty of experience supporting pupils with physical disabilities including wheelchair users. We use a wide variety of physical aids to allow all children to access all activities e.g. specially adapted scissors, rulers and other stationery, voice recognition software.

Our school curriculum is designed to allow pupils with SEND to access all topics and themes. All teachers use a wide variety of strategies within the classroom to support children with tendencies towards dyslexia, dyspraxia, Autism Spectrum Condition (ASC). etc which is vital for their learning but also benefits all children.

All of our children have access to our extra-curricular clubs and activities, and adaptations are made as necessary. Class trips are part of our curriculum and we aim for all children to benefit from them.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If you are worried or unhappy about a situation please contact the school to discuss at the earliest opportunity. All complaints are taken seriously and are considered through the school's complaint policy and procedures.

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 – updated June 2018
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2012

Appendix

My Plan

		Parents' signature:			
My Plan for		Monitoring / SEN support		DoB :	
Class:	Year:	Teacher:	Plan number:	Start date:	Review date:
Reading Age:		Spelling Age:			
My needs	My outcomes	Actions	Review		
			Comments	Evaluation	
				Achieved Partly achieved – carry on / need changes Not achieved – carry on / need changes / need advice	
				Achieved Partly achieved – carry on / need changes Not achieved – carry on / need changes / need advice	
				Achieved Partly achieved – carry on / need changes Not achieved – carry on / need changes / need advice	

Inclusion Model

SEND	Cognition and Learning Difficulties with reading, writing, spelling, maths	Communication and Interaction Difficulties verbalising ideas, understanding social interactions, communicating needs	Social, Emotional and Mental Health Anxiety, ADHD, other mental health issues	Physical and Sensory Hearing Impairment, Visual Impairment, Disability, Sensory Processing
open hearts open minds open doors	Universal All children High Quality Teaching <u>ASSESS</u>	Additional Some children Targeted Interventions <u>ASSESS</u>	Intensive Few children Highly Personalised Interventions <u>ASSESS</u>	Specialist Few Children Highly Personalised Interventions <u>ASSESS</u>
	Daily as part of Teaching, Learning and Assessment Model Consider potential barriers to learning	Diagnostic tests Standardised Baseline	My Assessment Work with external agencies	My Assessment Work with external agencies
	<u>PLAN</u>	<u>PLAN</u>	<u>PLAN</u>	<u>PLAN</u>
	Flexible weekly and daily plans Pupil Progress Action Plan Scaffolding Specialist equipment Seating Additional to.... Different from...	My Plan with pupil and parents Systematic, well-researched Interventions Outcomes - <ul style="list-style-type: none"> • Specific • Measurable • Agreed • Realistic • Timed 	My Plan + with pupil, parents and SENDCO, Systematic, well-researched Interventions Outcomes - <ul style="list-style-type: none"> • Specific • Measurable • Agreed • Realistic • Timed 	EHCP with pupil, parents and SENDCO, Systematic, well-researched Interventions Outcomes - <ul style="list-style-type: none"> • Specific • Measurable • Agreed • Realistic • Timed
	<u>DO</u>	<u>DO</u>	<u>DO</u>	<u>DO</u>
	Teacher or TP led Can be part of lessons or a bit extra Flexible	Stick to the intervention plan	Stick to the intervention plan	Stick to the intervention plan
	<u>REVIEW</u>	<u>REVIEW</u>	<u>REVIEW</u>	<u>REVIEW</u>
	Daily, weekly More needed? Try something different Get pupil and parent view - complete My Profile More support needed? refer to SENDCO	Standardised baseline Impact - has it worked? What next?	Standardised baseline Impact - has it worked? What next?	Standardised baseline Impact - has it worked? What next?

Appendix

Monitoring Form

			
Monitoring for:			
Class:	Year:	Teacher:	Start date: Review date:
My Needs/Barriers/Gaps to be filled		Actions- Intervention or Scaffolds being used	Review
My Outcomes			

Cause for Concern Form



Cause for Concern form

Teacher:	Date:
Name of pupil:	Class:
Concern:	
What have you already done?	
Response from Inclusion Lead:	

open hearts open minds open doors