



## Special Educational Needs and Disabilities (SEND) Policy

### **Rationale**

At Lawnside we believe that it is every child's right to achieve his or her full potential. We aim to work in partnership with parents, carers and external agencies to raise the aspirations of, and expectations for all pupils with Special Educational Needs through our inclusive ethos. We believe that 'every teacher is a teacher of every child, including those with SEND'.

### **Definition of SEND**

At Lawnside we use the definition for SEN and for disability from the SEND code of practice (2014).

**SEN:** A child or young person has a **special educational need** if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her.

A child or young person has a learning difficulty if he/she has:

- A significantly greater difficulty in learning than the majority of children the same age.
- A disability which prevents or hinders him/her from accessing educational facilities provided for children of the same age in schools within the Local Authority (LA).

Children should not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught (Education Act, 1996, Section 312).

**Disability:** A child or young person has a disability if he/she has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (Equality Act 2010).

This also includes sensory and hidden impairments, for example mental health issues, learning difficulties, diabetes and epilepsy.

It should be noted that not all pupils who have disabilities have special educational needs and not all pupils who have special educational needs have a disability.

The Code of Practice also states that children should only be identified as SEN if they do not make adequate progress once they have received quality first teaching and intervention programmes and that all teachers are responsible for the progress and development of the children in their class.

### **Key Roles and Responsibilities**

It is the responsibility of the **Governing Body** to:

- Ensure that the school complies with all appropriate legislation
- Ensure a Governor is appointed to implement the policy, its procedures and strategies

- Adopt and ensure that the school policy and its procedures and strategies are carried out, plus monitored effectively to inform future plans
- Be aware of legal requirements and equal access.

**The SEND Governor is Mr Paul Jenkins-Green.**

It is the responsibility of the **SENDCo** to:

- Oversee the day to day operation of the school's SEN policy and co-ordinate provision and resources for children with SEN
- Liaise with the Designated Safeguarding Team where a child has been identified as SEN
- Advise on the graduated approach to providing SEN support
- Liaise with parents of children with SEN
- Liaise with the EYFS team, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its support service
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Work with SLT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Provide support, advice and training for all staff
- Monitor and evaluate the special educational needs provision and report to the governing body
- Complete the documentation for outside agencies and the LA
- Monitor progress of children with SEN
- Identify and purchase resources needed to meet the needs of pupils with SEN
- Ensure that the school keeps records of all children with SEN up to date and that confidential and sensitive information is shared with relevant people on a 'need to know' basis. Staff will be made aware that there are general concerns about an aspect of well-being of the child in question without specific details being disclosed
- Ensure that any information shared with external agencies is done under the guidance of the Local Safeguarding Children Board.

**The SENDCo is Mrs Clair Hanmer.**

Mrs Hanmer can be contacted via:

- The school office
- Telephone – 01767 312313
- Email – [SEND@lawnsidelowerschool.co.uk](mailto:SEND@lawnsidelowerschool.co.uk)

## **Objectives:**

- To enable all children the opportunity to fulfil their potential
- To raise the aspirations of and expectations for all pupils with SEND
- To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a graduated response
- To work within the guidance provided in the SEND Code of Practice, 2014
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCo and support staff as appropriate
- To provide support, training and advice for all staff working with pupils with SEND
- To encourage a shared responsibility and partnership between school, parents, carers, pupils and external agencies
- To ensure that children with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff, parents and carers
- To carry out an annual review of policy and practice to ensure continuing development of teaching and learning for children and staff
- To ensure that the Governing Body is aware of and endorses the school's policy.

## **Identifying SEN:**

A pupil has SEN if their learning difficulty or a disability calls for special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that normally available to pupils of the same age.

At Lawnside we recognise that early identification and effective provision is the key to making a positive impact on the long term outcome for the child. Teachers are responsible for the progress and development of the children within their class. High quality teaching, differentiated for individuals, is the first step in responding to children who have or may have SEN. When a child does not make adequate progress this is identified, and provision is put in place within the classroom setting. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all appropriate Wave 1 interventions/adjustments and quality personalised teaching. Early identification is to work out what action is needed, not to fit a child into a category.

At any time throughout their schooling, a pupil's Special Educational Need may be identified by a member of the school's staff, through the ongoing work and monitoring of a child's progress and development, or through parent/carer and/or external agencies.

When a Special Educational Need is identified, the class teacher informs the SENDCo and a decision is taken whether to place the child on the Special Needs register. If this decision is taken, parents/carers are informed and an Individual Provision Plan (IPP) or SEND Plan is written.

The Code of practice (2014) identifies four broad categories of Special Educational Needs. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Whilst these four categories broadly identify aspects of the primary areas of need for a child, at Lawnside we acknowledge that every child is unique, and understand the importance of looking at the needs of the 'whole child'. We recognise the importance of gathering information about the child from everyone involved in the child's education and acknowledge the importance of information about a child from other partners in their education, particularly their parents/carers.

When examining progress and attainment, and considering identifying a Special Educational Need, it is important to be aware of what does NOT constitute SEN:

- Disability – The Code of Practice outlines that all schools and settings must make 'reasonable adjustments' under the current Disability Equality legislation to ensure a child or young person's needs can be met, but this alone does not constitute SEN
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child (LAC)
- Being a child of a servicewoman/man.

Behaviour is no longer an acceptable way of describing SEN. Any concerns relating to behaviour are considered as an underlying response to an identified need.

### **A Graduated Approach to SEN Support:**

The graduated approach is at the heart of the whole school practice at Lawnside as staff continually assess, plan, do and review to meet the needs of the pupils within their class.

Where a potential Special Educational Need has been identified, the class teacher will be at the heart of the graduated approach and the four stages of action, this will be supported by the SENDCo and, where appropriate, other specialist staff. Parents and carers will be part of this process at all times.

Where a pupil is identified as underachieving, the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil. This will be recorded on the class teacher's Provision Map.

The class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil's needs. The Code of Practice suggests using a range of sources of information including:

- Teacher's assessment and experience of the pupil
- Pupil progress, attainment and behaviour
- The individual's development in comparison with their peers

- The views and experience of parents
- The pupil's own views
- Advice from external support services if already involved
- Standardised testing, criterion referenced assessments, screening assessments.

If after a period of additional interventions and targeted support, the pupil is still underachieving, the class teacher, in discussion with the SENDCo and parents/carers, will place the child on the school SEN Register at Stage 1, referring to the Central Bedfordshire graduated response guide.

### **The Three Stages of Assessment:**

- Stage 1
- Stage 2
- Educational Health and Care Plans

At Lawnside we adopt the approach of;

**Assess** – the child's needs

**Plan** – what you need to do, the provision needed and what outcome should be achieved

**Do** – put the provision in place

**Review** – what difference is it making towards outcomes?

This approach is continued through all three stages of SEN.



### **Stage 1:**

This is when a class teacher or others express a concern about a child whom despite receiving differentiated learning opportunities may in one or more areas:

- Make little or no progress even when teaching approaches are targeted particularly in a child's identified area/s for development
- Show signs of difficulty in developing literacy or mathematic skills which result in poor attainment in some curriculum areas
- Present persistent social, emotional, mental health or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of the differentiated curriculum.

## **Stage 2:**

As part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may decide that despite receiving an individualised programme and/or concentrated support under Stage 1 provision for a considerable period, the child continues to have significant needs which are not being met by the current interventions. This means that:

- The SENDCo and class teacher, in consultation with parents/carers, will ask for help from external services
- Class teacher and SENDCo are provided with advice or support from outside specialists who will contribute to the planning, monitoring and reviewing of the child's progress.

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

The decision to request an Educational, Health and Care Plan (EHC Plan) will be taken jointly by class staff, SENDCo, parents, head teacher and any external agencies involved. Such a decision is made where despite the school having taken relevant and purposeful action to meet the needs of the pupil, the pupil has been unable to make progress in spite of receiving additional support and the implementation of advice from external agencies. A request for an EHC Plan must meet the Central Bedfordshire criteria from the Graduated Approach.

For the purpose of making an Education, Health and Care Plan the Local Authority (LA) should seek written:

- a) Parental advice
- b) Education advice
- c) Medical advice
- d) Psychological advice
- e) Any other advice relevant to that particular case.

The LA will then decide whether to draw up an EHC Plan and if extra resources and funds will be required outside the school's normal provision.

The process of applying for an EHC Plan and receiving a plan, if this is deemed the appropriate course of action by the LA, should take approximately twenty school weeks.

All needs stated in the EHC Plan are reviewed annually with all relevant bodies being invited to attend and make recommendations with regard to the child's progress and future provision. The continuation of the EHC Plan will be considered and new targets set if appropriate.

## **Individual Provision Plan (IPP) and SEND Support Plan:**

When a child has been identified as having a Special Educational Need, they will be placed on the SEN register and an Individual Provision Plan (IPP) or Special Educational Need and Disability (SEND) Support Plan is drawn up by the class teacher and SENDCo in consultation with the parent/carer and child (if appropriate); enabling a clear analysis of the pupil's needs, including their wider outcomes to be undertaken. (See Appendix 1) This is then implemented by the class teacher. Targets identified on the IPP or SEN Support Plan will be specific and measureable so progress is easily identified. Support is given to individuals or

small groups within the classroom. This may take the form of differentiated activities, increased adult intervention, adaptation of resources, additional adult support in groups or one-to-one. Occasionally children are withdrawn for small group or one to one activities to take part in intervention work.

The SENDCo will meet with class teachers every term to discuss any concerns, look at reviewing IPP's or SEND Support Plans and set new targets which will be shared with parents/carers. Targets arising from the IPP's or SEND Support Plans will be used to inform and support whole class approaches, such as differentiation and ensuring that teaching styles match a child's preferred learning style.

At any time if the teacher, support staff, SENDCo, parents and head teacher agree that the pupil has made sufficient progress and they no longer need support which is additional to or different from that of their peers, the decision will be made to remove them from the SEN register and their needs met through usual classroom differentiation. Their progress will continue to be closely monitored.

### **Monitoring and Review of SEND:**

The school's system of regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs. The SENDCo works closely with teachers and support staff to monitor progress and provision of children on the SEN register. The SENDCo is involved in supporting teachers in drawing up SEND Support Plans or IPPs; these are reviewed at least once a term or more frequently if appropriate by the class teacher. Parents/carers are invited to attend review meetings termly. The views of the pupil, if appropriate are gathered for the review to enable them to be included in the discussions.

The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings.

### **Supporting Children and their Families:**

Partnership with parents and carers plays a key role in enabling children with SEN to achieve their full potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

Parents and carers are seen as integral to the successful development of their child and their participation is actively encouraged at all levels.

Parents and carers;

- are invited to attend induction for new parents meetings
- are invited to attend parents' evenings and open evenings
- will be informed if their child is placed on the SEN register
- will be kept informed through IPP's or SEND Support Plans the interventions their child is receiving
- will be encouraged to respond to IPP's or SEND Support Plans
- are supported with accessing support for their child/family from external agencies
- are invited to attend Annual Reviews for children with an EHC Plan.

Where a child with SEN is due to transition to our school, or from our school to another setting, the SENDCo will ensure smooth transition of information. The SENDCo will arrange a transition meeting and additional transition visits/arrangements as necessary to meet the child's Special Educational Need.

The school operates an open door policy and parents are able to discuss concerns with their child's class teacher, SENDCo or the head teacher.

This SEN policy and Special Educational Needs Information Report is on the schools website. Central Bedfordshire also has a 'Local Offer' which enables parents and carers to see what services and provisions are available in the local area and how to access them. This can be found on our website under SEND.

### **Supporting Children with Medical Needs:**

The school will use its best endeavours to meet the needs of every child. This includes those children with medical conditions. The school recognises that children at school with medical conditions should be properly supported so that they have full medical access to all aspects of school life including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may have SEN and may have an EHC Plan which brings together health and social care needs, as well as their SEN provision and the SEND Code of practice (2014) is followed.

### **Staff Development:**

We believe that our staff are our most valuable resource. We are committed to providing relevant training and development for all staff, teaching and support. In order to meet these needs we make full use of advisors and consultants, colleagues in mainstream and special schools and our own in-house expertise. We identify training needs for SEN through the process of Performance Management and also staff audit of training needs, we respond to these needs at both whole staff and individual level.

The SENDCo maintains professional networks with colleagues from other schools and attends Professional Study Group sessions within the Local Authority to keep informed about local updates.

### **Parental Concerns:**

Any concerns should be discussed with the class teacher in the first instance. If the concerns continue, parents/carers should arrange a meeting with the SENDCo. The SENDCo will inform the head teacher of any such meeting and the outcome.

If parents or carers feel the concern has not been addressed to their satisfaction they should arrange to discuss the situation with the head teacher. Following the guidelines for complaints, if the parents/carers are dissatisfied following the head teacher's intervention, they should put their concerns in writing, addressed to the school for the attention of the named governor for special educational needs marked confidential.



### **Links with other Agencies:**

If necessary, the SENDCo can contact support services at any time if it is felt that these are needed in order to support a child's progress. Some of the services the school is able to call on are:

- Educational Psychologist
- Occupational and Physiotherapy Therapists
- School Nurse
- Speech Therapists
- The Service for Sensory Impairment and Physical Difficulties
- Medical Service
- Outreach services – Jigsaw and Ivel Valley
- Paediatricians
- Early Years advisors

### **Allocation of Resources:**

Resources are provided to enable curriculum access for all children. The resources are deployed effectively and fairly within Lawnside's budget to ensure SEN needs are met.

### **Equal Opportunities:**

All children are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Reasonable adjustments, including the provision of auxiliary aids and services for disabled children will be made to ensure that each child will have the opportunity to develop at a level and rate appropriate to their needs. In the context of the classroom, it is the class teacher's responsibility to set high expectations for all pupils and differentiate the teaching and plan appropriately challenging learning activities to enable all children to make progress by removing barriers to achievement. Staff expectations of children are soundly based on evidence of the child's attainment and do not reflect any bias. Children's effort and work is valued equally.

### **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

This policy was written by the SENDCo in collaboration with the SEND Governor, Senior Leadership Team and the wider community.

## **Key Documentation:**

The following documents have informed this guidance which you may find helpful:

- Special Educational Needs and Disability Code of Practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs and Disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>
- Central Bedfordshire Local Offer  
<https://www.centralbedordshire.gov.uk/learning/local-offer/default.aspx>
- Equality Act 2010

**This policy should be read in conjunction with all other policies.**

The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEN policy.

Version	Date	Author	Notes on revision(s)
1	January 2018	Mrs Clair Hanmer	New policy written for adoption

Signed:

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SENDCo

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Chair of Governors

**Appendix 1:**

**Individual Provision Plan (IPP)**

	<b><u>Individual Provision Plan</u></b>		
Name of Child: .....	DOB: .....	IPP Number: .....	SEND Stage: .....
Start Date: .....	Review Date: .....	Class: .....	Teacher: .....

Area of Need/Concern	Target	Strategy What/Frequency/Who/Outcome to be achieved	Review Outcome Progress and next steps?

Extra Information/Support from home:

Parent/Carers Signature.....