



# Lindal & Marton Primary School



## Policy for Special Educational Needs & Disabilities (SEND)

### 1. Introduction

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEND throughout, or at any time during their school journey. This policy ensures that curriculum planning and assessment takes account of the type and extent of the SEND experienced by the student.

Teachers take into account in their daily planning a student's special educational needs/disability and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

### 2. Aims and objectives

2.1 The aims and objectives of this policy are:

- to identify students with special educational needs/disability as early as possible;
- to create an environment that meets the special needs/disability of each student;
- to ensure all students have equal access to a broad, balanced and differentiated curriculum;
- to encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage students to be fully involved in their learning;
- to make clear the expectations of all involved in the process and provision of special needs;
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEND.

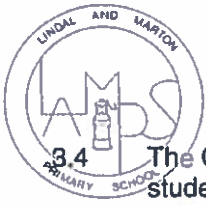
### 3. Roles and Responsibilities

3.1 In this school provision for students with special educational needs is the responsibility of all members of staff.

3.2 Mrs F Doran, the Special Educational Needs Co-ordinator (SENCO) is responsible for the day-to-day operation of the SEND policy. Her main duties are as follows:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with special educational needs;
- liaising with and advising fellow teachers;
- managing learning support assistants;
- overseeing the records of all children with special educational needs/disabilities;
- liaising with parents of children with special educational needs/disabilities;
- contributing to the in-service training of staff;
- liaising with external agencies including the LA's advisory service and educational psychology services, health and social services, and voluntary bodies;
- liaising with the SEND governor, Mrs S Bennett.

3.3 The Governing Body does its best to secure the necessary provision for any student identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs. They consult the LA and other schools, when appropriate.



The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with special educational needs/disabilities. The admissions policy has due regard for the guidance in the Code of Practice.

## 4. Educational Inclusion

4.1 At this school we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- learn at different rates;
- require a range of different teaching strategies and experiences.

4.2 Teachers respond to students' needs by:

- providing support in all curriculum areas;
- planning to develop students' understanding through the use of all senses and experiences;
- planning for students' full participation in learning, and in physical and practical activities;
- planning for students to manage their behaviour, enabling them to participate effectively and safely in learning.

4.3 This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term intervention such as Nessy (a programme recommended for Dyslexia), Smartmoves or programmes of our own design.

4.4 Children are involved in their own target setting wherever possible and they are encouraged to make short-term achievable goals.

## 5. Specialist Provision

Where the needs cannot be met within the school, special provision is bought into the school.

## 6. Information about the school's policy for identification, assessment and review for all students with SEND

6.1 In addition to the points made in 4.1 – 4.3, the SENCO will work with all staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

6.2 The progress made by all students at this school is regularly monitored and reviewed by the headteacher, governing body and class teachers.

6.3 Students who are not making adequate progress are identified as a concern and specific short term support or interventions may be put into place. If, following these actions, a child still does not make adequate progress they may be identified as having a special educational need. At this stage more long term support may be required and the child will be named on a Support Plan. Support Plans may cover individual or group needs where children have similar difficulties.

6.4 Senior Teacher, Cassie Lawson is responsible for writing Support Plans and ensuring that the specified provision is delivered. Mrs Lawson is supported in this role by the SENCO.

6.5 Support Plans are reviewed at the end of their specified cycle. The review will involve the class teacher, SENCO, parents and any learning support assistants who have worked with the pupil.

6.8 In this school pupils may receive additional support from a class teacher or a teaching assistant in small groups or on an individual basis or, on occasion, by being withdrawn from the room in order to maximise their learning experience.

6.9 **Early Help** – If we have evidence that a student is making insufficient progress despite the additional support put in place, a referral may be made to an external service to provide support and advice. External services include Educational Psychologists, Speech Therapists, Occupational Therapists, CAHMS advisors and Specialist Advisory Teachers for specific disabilities such as autism or hearing/visually impaired.

6.10 Making a referral involves completing a form which parents are required to contribute to. There is an expectation that parents will make every effort to work with the school to ensure that the form is



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completed quickly with accurate information so as to ensure advice and support can be accessed as soon as possible.

- 6.11 When a referral has been accepted by an agency they will contact the school to arrange an assessment or observation of the child. Some services require a meeting with the child's parents and every effort should be made to attend to ensure that the needs of the child are fully conveyed from all parties. Following an assessment the agency will produce a report giving recommendations to the school on how a pupils needs can be more effectively supported. These recommendations will, where practical and possible, be written into the child's SEND Passport. SEND Passports provide an overview of any individual with SEND and details their strengths, difficulties and useful strategies that can be used to support them.
- 6.12 **Educational, Health and Care assessment** - If, after following the advice from external agencies, a child is still failing to make adequate progress, a request may be made to the Local Authority for an Educational & Health Care assessment.
- 6.13 The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to meet their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual education plans (IEP's), a behaviour plan or individual SEND Passport
- support plan
- records of reviews with pupils and parents, and their outcomes
- Early Help forms and action plans (if applicable)
- medical information where relevant
- National Curriculum attainment, and a wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.cumbria.gov.uk](http://www.cumbria.gov.uk)

## 7. Allocation of Resources

- 7.1 The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with Education, Health and Care Plans.
- 7.2 The headteacher informs the governing body of how the funding allocated to support special educational needs/disabilities has been employed.
- 7.3 The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

## 8. Exiting Special Educational Needs & Disabilities Provision.

- 8.1 A child may no longer require special educational provision, where they:



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- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

## 9. Complaints procedures

- 9.1 The school's complaint procedures are set out in the Information & Policies link on the school website. A paper copy is also available from the school office upon request.
- 9.2 Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCO will provide more information about this if required.

## 10. Staffing and Partnership

- 10.1 The school's appraisal process conducted on an annual basis with mid-term reviews considers individual staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to NQTs, TAs and new members of staff by the SENCO as part of their induction.
- 10.2 The SENCO/headteacher will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

## 11. Partnership with Parents

- 11.1 Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in the case of any concern or difficulty.
- 11.2 The school aims to provide information wherever possible about the Parent Partnership service to all students with special educational needs on request.
- 11.3 At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

## 12. Links with other schools

- 12.1 The SENCO liaises with the SENCO of the relevant school at the point of transfer to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Year 6 students or sooner if necessary.
- 12.2 When students move to another school their records are transferred within 15 days of ceasing to be registered at Lindal & Marton Primary School.

## 13. Success Criteria

The success of this policy is judged against the aims set out above. The policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.

Signed:..... (Headteacher)

Signed:..... (Chair of Governors)

Date:.....