



Policy for Special Educational Needs & Disability (SEND)

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1. INTRODUCTION

Longthorpe Primary School upholds that all pupils are respected and valued. We work hard to create independent, passionate and successful lifelong learners by delivering a broad, inspirational, fun-filled and engaging curriculum. There is a strong commitment from our staff and governors to provide the best education for the pupils in our care. Every teacher is a teacher of every child, including those with SEND. Our objective is to ensure that, through a whole school approach, we address barriers to learning to enable all children to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum (Code of Practice 2014).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 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
- Schools SEND Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards

The policy has been created by the SENDCOs and is ratified by the SEND Governor and members of staff.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice says that:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools.

The 4 areas of need are identified as:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/Physical

Children must not be regarded as having a learning difficulty solely because the language or form of language for their home is different from the language in which they will be taught.

3. AIMS

We have high expectations of all our children. We are committed to ensuring that all children achieve their full potential by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming the potential barriers to achievement

We aim to raise the aspirations of and expectations for all pupils with SEND, with a focus on outcomes for those pupils, not just hours of provision/support. As a school, we aim to enable pupils to feel they are valued members of the class, school and society.

4. OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To ensure all pupils experience a broad, balanced, relevant and differentiated curriculum.
- To integrate those pupils with special educational needs as fully as possible within the framework of the school.
- To provide good quality teaching and learning experiences which engage and support pupils with SEND to make good progress.
- To ensure appropriate and relevant information is available in order to address the evolving needs of all pupils.
- To ensure effective communication between parents, pupils and school.
- To promote effective partnership and involve outside agencies, when appropriate.
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDSCO) who will work with the SEND Policy
- To work within the guidance provided in the SEND Code of Practice.

5. EQUAL OPPORTUNITIES AND INCLUSION

Throughout school we meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is vital that we meet the diverse needs of our pupils to ensure inclusion for all and that pupils are prepared for full participation in a multi-cultural society. No form of bullying, discrimination or prejudiced behaviour is tolerated at Longthorpe. Please see our Equality Statement, Anti-Bullying Policy and Behaviour Policy on our school website.

6. ROLES AND RESPONSIBILITIES

6.1 The SENDCO

The SENDCO will:

- Work with the SLT and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with SLT and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

6.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SLT and SENDCO to determine the strategic development of the SEN policy and provision in the school

6.3 Head Teacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

7. IDENTIFICATION, ASSESSMENT AND PROVISION

We are committed to the early identification of areas of concern and we use a range of formal and informal methods of assessment. We have adopted the LA graduated response to meeting special educational needs (See Appendix A).

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored following assessments, at pupil progress meetings, held with year group teams, Phase Leaders, Head/SENDCO. Where children are identified as not making adequate progress in spite of Quality First Teaching, they are discussed with the SENDCO and Raising standards Leader and a plan of action is agreed.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline;
 - fails to match or better the child's previous rate of progress;
 - fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The four broad areas of SEND give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but their interests, strengths and preferred way of learning.

There are a number of non-SEND factors which may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We have a high number of children whose first language is not English. Identification and assessment of the special educational needs of these children requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

If a pupil's progress is affected by other factors beyond school, parents/carers may be offered support through Early Help, with our pastoral team which may access other family support agencies. This would look at the child and family's holistic needs and may involve other outside support. e.g. family support, school nurse, outside sports or clubs

8. A GRADUATED APPROACH TO SEND SUPPORT

The SEND Information Report can be found on the school website:

<https://www.longthorpe.net/page/?title=Policies&pid=20>

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEND. When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. A child will be placed on the SEND Register when despite receiving differentiated learning opportunities, they:

- Make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Show signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum.

The SENDCO, along with other colleagues, the parents/carers and the child (when appropriate) should decide on the action needed to help the pupil to progress in the light of the earlier assessments and within the resources available, using the approach of (APDR) assess, plan, do, review. This support might be:

- To provide different learning materials or special equipment.
- To introduce some group or individual support.

- To devote extra adult time to devising the nature of the planned intervention and to monitor its effectiveness
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support service for one-off occasional advice on strategies or equipment or for staff training may make it possible.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

For many children, support will be recorded on the year group Provision Map, which is monitored, reviewed and updated termly. Where a higher level of individual, targeted support is required an APDR will be written, outline assessment levels, targets and any planned interventions. These will be reviewed, with parents at least 3 times per year, in line with parents evenings and reporting timeframes.

9. SPECIALIST SEN SUPPORT AND EDUCATIONAL, HEALTH AND CARE PLANS

Children requiring enhanced or specialist support from professional services such as Autism Outreach, Educational Psychology, Occupational Therapy etc. will be referred with parental consent.

If a child fails to make progress, in spite of high quality, targeted support, we may apply for the child for an EHC plan. We will follow Local Authority guidance on the application for EHCPs and will generally apply for a EHC Plan if:

- A child's needs are highly complex and required highly individualised long term arrangements.
- A child's achievements are so far behind their peers that they will require ongoing support above and beyond that which can be offered

10. MANAGING PUPILS ON THE SEND RECORD

Every child is different and the level of provision provided is dependent on the child's needs at that specific time. Individual progress is reviewed through the termly Team around the Cohort meetings with class teachers and senior leaders and through termly reviews of the Individual Support Plans. This allows identification of pupils falling behind or not meeting age appropriate levels, it will also highlight those children who have made progress and who no longer require additional support over and above that which can be provided in class. Discussions will then take place with staff, parents and the child (if appropriate) regarding exiting the SEND Record. The child will continue to be monitored by the SENDCO.

11. SUPPORTING CHILDREN AND FAMILIES

In our school, we encourage children to take responsibility and make decisions. Children are involved at an appropriate level in setting targets on their APDR forms and in regularly reviewing them.

The school works closely with parents in support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

Families can access the Local Authority's Local Offer on www.peterborough.gov.uk

The School's Admission Policy can also be found on the school website. Priority is given to pupils with an Education Health Care Plan after which the Admission policy criteria applies.

12. ACCESS TO STATUTORY ASSESSMENTS AND TESTING

All measures are taken to ensure SEND pupils are able to access tests and other assessments where appropriate. The school can apply for special access arrangements for those pupils who meet the criteria. These may include:

- Extra time
- Use of reader
- Scribe
- Use of laptops
- Provision of movements break
- Enlarged/modifying, scripts/language modifications.

13. SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 may also have special educational needs (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Pupils with medical conditions are supported through Individual Healthcare Plans written in partnership with parents/carers and sometimes (where the needs are complex) health care professionals. Full details can be found in the School's Supporting Students with Medical Conditions Policy.

14. MONITORING AND EVALUATION OF SEND

Senior leaders and governors regularly and carefully monitor and evaluate the quality of provision we offer all pupils through pupil/parent surveys, lesson observations, pupil's voice, learning walks, books scrutiny, parent and pupil questionnaires and discussions. These arrangements promote continuous reflection, review and improvement of provision for all pupils.

As part of this, interventions and progress against targets for pupils with SEND is monitored by class teacher in liaison with the SENDCO.

15. TRAINING AND RESOURCES

The SEND budget is allocated according to the Local Authority offer linked to the need of the children. Levels of support are decided by need at targeted and specialist level as shown on the offer.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCO regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

16. STORING AND MANAGING INFORMATION

Policies relating to Data Protection and GDPR can be found on the school website.

17. REVIEWING THE POLICY

The SEND policy will be reviewed annually by senior leaders and any changes ratified by the Local Governing Body.

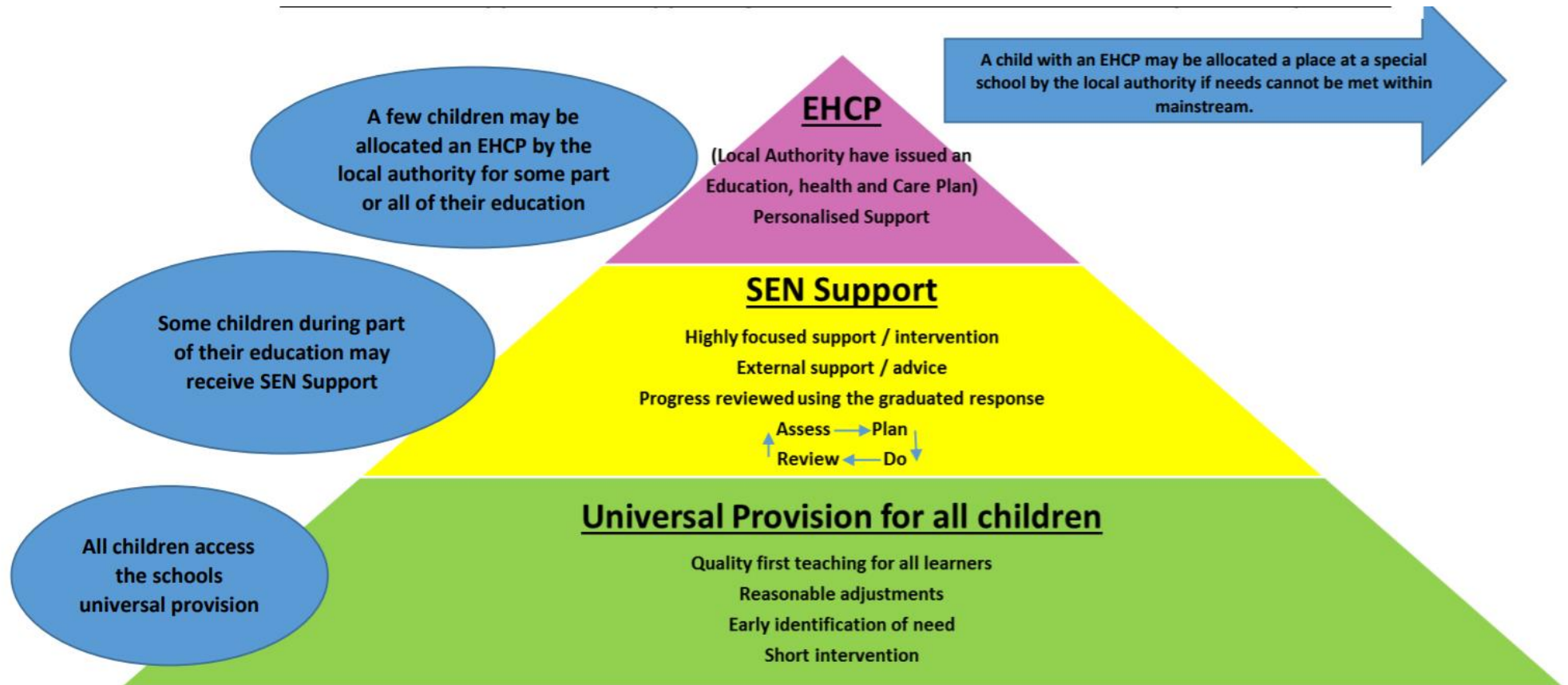
18. ACCESSIBILITY

The school has completed an audit and provision is in place for pupils with disabilities such as using a wheelchair, walking frame, visual impairment and hearing impairments. The School's Accessibility Plan can be found on the School Website.

19. DEALING WITH COMPLAINTS

Parents should follow the Peterborough Keys Academies Trust complaint procedure which can be found on the school website.

APPENDIX A- GRADUATED APPROACH AT LONGTHORPE PRIMARY SCHOOL



Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School’s Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Service.

GLOSSARY & USEFUL TERMINOLOGY AROUND SEND

Annual Review	The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children in early years.#
C.o.P.	SEND Code of Practice A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs and Disabilities
Developmental Delay	A delay in reaching the normal stages of development, for example sitting or talking.
Differentiated Curriculum	Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to make a selection which best fits the learning styles of a particular child or group of children. This is what is meant by a differentiated curriculum.
Expressive Language	How a child or young person expresses ideas, thoughts and feelings through speech.
Fine Motor Skills	Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
Education, Health & Care assessment	A single, integrated assessment which replaces the current assessment process. The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue an EHC Plan.
Education, Health & Care (EHC) Plan (EHCP)	The plan is a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. Government has stated that the Plan must be person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. If a child/young person has a health or social care need only, they will not get an Education, Health & Care Plan unless these needs impact on their education.
Global Delay	A general delay in acquiring normal developmental milestones.
Gross Motor Skills	Whole body actions for example, playing games, swimming or riding a bicycle. Hearing Impairment A degree of hearing loss.

Hyperactivity	Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties.
IASS	IAS Service Have a duty to provide information, advice and support to disabled children and young people, and those with SEN, and their parents. They are statutory services which means there has to be one in every local authority.
Learning Difficulties	Children will have levels of educational abilities which are significantly lower than children of a similar age. Basic reading and number skills are well below average.
Local Offer	Local authorities are required to publish a 'local offer'. A local offer is intended to provide information about provision it expects to be available to children with SEN and disabilities in their area both in and outside of a school.
Mediation	is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships, and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement. The mediation service is completely neutral and independent of schools and the local authority.
Receptive Language	The ability to understand what is being said.
SaLT	Speech and Language Therapist Assesses
SEN	Special Educational Needs Children have special educational needs if they have learning difficulties that requires extra or different help
SENCO	Special Educational Needs Co-ordinator The teacher responsible for Special Educational Needs within a school.
Specific Learning Difficulties (SpLD)	General learning abilities in the average range but difficulties in one or more particular areas of learning. Also known as Dyslexia, Dyscalculia.
Transition	Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.