



Policy for Special Educational Needs & Disability (SEND)

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1. Introduction

Longthorpe Primary School is dedicated to meeting the educational needs of all our pupils. Our objective is to ensure that through a whole school approach we address barriers to learning. We are committed to the process of inclusion and endeavour to provide full access to the curriculum for all. We will seek to identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum. We recognise and support the value of the parent/carer's and the child's view in meeting their need.

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 (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 has been created by the school's SENDCO and shared with the Local Governing Body, school staff and parents via the school website.

2. Roles and Responsibilities

The SEND Co-ordinator and Governor can be contacted via the school office.

- SENDCO: Mrs Carolyn Halliday
- SEND Governor: Mr Hans Seeberg
- Safeguarding Lead - Miss Sam Harris
- Meeting Medical needs of SEND pupils – Mrs Carolyn Halliday

3. Definition of Special Educational Needs / Disability

Students have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Students have a learning difficulty if they have a significantly greater difficulty in learning than the majority of students of the same age in one or more areas.

Students who have a disability may be prevented or hindered by their physical needs from making use of educational facilities of a kind generally provided for students of the same age in school.

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

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

Every teacher is a teacher of every child or young person including those with SEND.

4. Aims & Objectives

We aim to raise the aspirations of and expectations for all pupils with SEN, and our school provides a focus on outcomes for children and young people and not just hours of provision/support. This is to enable children to feel they are valued members of the class, school and society. Our objectives are:

- To identify and assess individual pupils' needs as early as possible
- To ensure all pupils have access to a broad, balanced, relevant and differentiated curriculum
- To match the provision of the curriculum to the needs of individual pupils
- To ensure that all pupils, staff, governors and parents/carers are aware of the special needs provision within the school
- To ensure individual pupils and staff receive appropriate support to meet identified special needs
- To integrate those pupils with special educational needs as fully as possible within school life
- To ensure that all learners make the best possible progress
- To ensure effective communication between parents and school
- To promote effective partnership and involve outside agencies, when appropriate.
- To ensure pupils and parents/carers have a voice in the process
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014

5. Identifying SEND

The Code of Practice suggests that pupils are only identified as SEN, if they do not make adequate progress, once they have benefitted from appropriate and intentional intervention/adjustments and good quality personalised teaching. At school once an SEN concern is raised about a child by a parent, the child themselves or a member of staff the teacher of that child will commence the graduated approach (assess, plan, do and review).

The Code of Practice describes the 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four broad areas 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.

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

Disability: The Code of Practice outlines “reasonable adjustment” duty for all schools provided under current Disability Equality legislation.

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

6. A Graduated Approach to SEN Support

Identification of SEND at our School	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	Using data tracking, checklists, observations, dialogue with parents / professionals, profiling tools, screening assessments overviewing progress, attainment and behaviour of individual's development in comparison with peers and age appropriate expectations.
We encourage you to raise your concerns by	Contacting the class teacher in the first instance then seeing the SENDCo (Special Educational Needs Coordinator)

Support for your Child/ Young Person	
The education plan for your child/ young person will be explained to you and overseen by	Class Teacher and SENDCo
Staff who may be working with your child/ young person are	Class teacher, Specialised Teaching Assistants (TAs), Named TA's, SENDCo, Outside professionals, such as a Speech and Language Therapist, Educational Psychologist, Community Paediatrician or Occupational Therapist (this list is not exhaustive).
We monitor the effectiveness of our SEND arrangements/ provision by	Targets set and met, standards attained, discussions and questionnaires with pupils and parents, feedback to Governors and liaison with local authority representatives e.g. Educational Psychologists.
The roles and responsibilities of our governors are	To monitor the provision for children with additional needs and evaluate the impact on learning and esteem, with a view to helping them achieve

Curriculum Provision	
Our approach to differentiation is to	Provide different tasks, outcomes, time frames, levels of support, resources, curriculum options, individualised curriculum programmes, intensive programmes, suitable expectations

Partnership: Planning, Monitoring and Review

We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or programmes.

Transition meetings, meetings to access specialist provision, EHA meetings (Early Help Assessment), interim progress meetings, annual reviews, interim reviews when the need for a special school place arises, and upon occasion of significant change in needs.

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.

Additional intervention and support cannot compensate for a lack of good quality teaching. Interventions will be closely monitored as will individual's progress and the effectiveness and impact of provision will be reviewed regularly.

- A child will be deemed to need Special Educational Provision when **Universal Targeted** approaches (i.e. first quality good teaching backed by small group interventions) do not raise the attainment of the pupil to be broadly in line with expectations for their chronological age. At this stage needs will be assessed as outlined in the Graduated Approach table, see above.
- At the **Targeted** level school will seek advice from other professionals and be given programmes to follow See Longthorpe offer of SEND Provision
- At the **Targeted Specialist** Level other professionals will play an active and regular part in delivering the needed education for a child.
- At the Specialist Level children are at a Special School. Sometimes children at Longthorpe will need to move onto Special Secondary or move to the Special Sector when their needs can no longer be met in mainstream. The SENDCo will discuss this at annual reviews with parents so that a timely decision can be made and application submitted before the October deadline. The decision will be based on academic progress, social integration, levels of engagement and well-being of the child. This decision to move schools can only be made by the parent/carer, and not by either the SENDCo, the school or any other professional involved.

7. Managing Pupils on the SEND Register

At Longthorpe the SEND register is updated termly. Some children who have “caught up” with their peers, following an intervention programme will be removed (Intervention Programme - work done with a TA, Teacher 1:1 or in a small group working on very specific small targets through structured approaches e.g. Project X Code or Every Child Counts). Other children may stay on longer and some due to their level of need will always be noted. New arrivals to the school may be added on entry.

The SENDCo updates the register alongside class teachers.

One Page Pupil Profiles / Individual Plans / Targets are in place for **Targeted** and **Targeted Specialist** levels of need.

One Page Pupil Profiles / Intervention Programme Maps exist for **Universally Targeted** pupils. For either there is an entry point measure and exit point measure to examine progress made and impact of education and learning and teaching.

Teachers and Teaching Assistants set and review targets; these are monitored by the SENDCo. Outcomes are shared with parents. At these levels school fund all the provision.

8. Services to Meet Needs

There are a range of key services/experts that can be accessed through given pathways, e.g. Educational Psychologists, Occupational Therapists, Autism Specialist services, Sensory Impaired Services etc. (See Peterborough Local Offer).

Some children are seen by the Community Paediatrician for a General Development Assessment. This can lead to a diagnosis e.g. Autism, Global Delay, following this parents or school can access associated services. Pre-schools will often refer a child. GPs can refer a child directly or schools can request assessment with parental consent.

Some children are assessed by CAMH services (Child and Adolescent Mental Health) and they contact schools for information as well as parents for their viewpoints, most often in a questionnaire format. Children can be referred through GPs or the School Nurse.

Children with Sensory Impairment e.g. loss of sight / hearing are made known to the Sensory Impairment Team through health who will advise schools on provision, assess needs over time and train teachers and other school staff.

Some children will benefit from having an Early Help Assessment (formerly CAF) instigated. This can be led by any involved professionals (mostly done by the SENDCo or the Assistant SENDCo). This assessment looks at the whole child in and out of school and once submitted

can be sent to MASG (Multi Agency Support Group) Panel. The lead professional will usually attend a panel meeting and the groups represented will make an offer of support. The MASG has members including police, young offenders' team, housing, social workers, medical team etc. This Group can also signpost to many other support networks e.g. child minders, counsellors, out of school play provision.

Early Help Assessments are the expected pathway to access many services in Peterborough (this is not a legal requirement nationally). Services such as ASD/ADHD diagnosis, Evidence Based parenting courses, (such as Baine and Dahle or Webster Stratton) access to present cases to the behaviour panel and access to Project for Schools Nurses (Mental Health Nurses) or to access VIG sessions (Video Interactive Guidance) with psychologists.

Although some children will be assessed by the Educational Psychologist at school's request, a Consultation Appointment is more usually held for up to 9 children per year. The EP will make recommendations and give guidance. Sometimes they will recommend that a school requests an EHC Plan (Education and Health Care Plan). An EHC Plan sets out the educational, physical and sensory, communication and interaction and/or social and emotional needs of a child. The Plan also sets out how the school should meet these needs and work towards specific outcomes for the pupil. It also allocates additional funding to meet these needs. This is at the Targeted Specialist Level or above.

9. Criteria for Exiting the SEN Register

School monitors progress and attainment and when barriers to learning are overcome and children are achieving within a broad average expectation by age, the child may no longer receive additional SEND provision and will be removed from the register.

10. Supporting Pupils and Families

Parents can access Peterborough City Council's Local offer at:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

School has adopted the admissions policy of Peterborough Local Authority. Priority is given to Looked After Children, Children with Statement of Education Need/Education Health Care Plan, followed by children with an identified medical need then children living in the school catchment area.

Links can be made with other agencies to support the family and pupil – the Local Authority Designated Parent Partnership Officer Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) is key in this (Marion Deeley) and may be requested by parents and/or school to help interface with school and other professionals.

All measures are taken to ensure SEND children can access exams and other assessments where appropriate. The assessment co-ordinator, year 2 and year 6 teachers can apply for special access arrangements for those pupils who meet the criteria. These may include:

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

Transition is managed from class to class, across key stages and to other schools – including Secondary School. See Longthorpe’s Provision for SEND Document.

11. Supporting Pupils at School with Medical Conditions

Please see the School’s Policy for Supporting Pupils at School with Medical Conditions

12. Monitoring and Evaluation of SEND

Longthorpe reviews the quality of teaching and learning of all pupils, including those at risk of underachievement, through:

- Lesson observations by the Head, Deputy and Senior Leaders
- Scrutiny of work samples across subjects
- Dialogue with staff re their needs for training in specific areas
- Questioning pupils
- Parent Questionnaires
- Tracking data and / or progress of groups of learners
- Discussions between SENDCo and Class Teachers and Teaching Assistants
- Requests for training in areas of SEND
- Checking with other external professionals e.g. Occupational Therapists, Autistic Outreach Workers, Educational Psychologist
- Curriculum Committee of Governors

These arrangements promote continuous reflection, review and improvement of provision for all pupils. As part of this interventions and progress against targets for SEN pupils are monitored by the class teacher in liaison with the SENDCo.

13. Adjustments

Adjustments will have to be considered in the light of individual's needs. This is not meant to be an exhaustive list but just provides examples of reasonable adjustments that may be appropriate:

- Provision of adult assistance, depending upon the need of the child
- Adaptation of resources - e.g. enlarged print, height adjustable furniture
- Adaptation of activities - differentiation
- Timing allocations and duration of lessons - take account of concentration spans, fatigue
- Provision of special facilities and resources
- Physical position in class- to facilitate assisted vision / hearing
- Access to resources
- Mixture/type of tasks - e.g. cerebral and practical
- Individual behaviour programmes
- Varied sanctions to suit individuals
- Suitable leaders/coaches for extra-curricular activities
- Disability specific apparatus/equipment
- Safe emergency procedures in line with disabilities and risk assessments - e.g. fire escapes
- Staff training and awareness raising - e.g. IEP's, exceptions to rules allowed
- Fair admissions criteria - taking into account anticipatory duties
- Grouping
- Flexibility with playtimes/lunchtimes/toileting
- Classroom layout/furniture

14. Training and Resources

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 SENDCos regularly attend the Local Authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND. Attendance at SENDCo cluster meeting within Jack Hunt Cluster also helps to share expertise.

SEND budget is allocated according to banding as outlined by the Local Authority offer. Funding is matched to SEND by degree of need within the four bands. Levels of support are decided by need at targeted, specialist targeted and specialist level as shown on the Peterborough offer.

15. Storing and Managing Information

Individual SEND records are securely locked in the SENDCo's office.

Parents, the SENDCo, class teachers and external agencies are privy to these records in the main, although sometimes a wider group may need to know about specific SEND needs in order to provide for those pupils successfully, E.g. Teaching Assistants and Meal Time Supervisors.

Please refer to the Trust's GDPR (Data Protection) Policy for how to request access to SEND information. The policy is available on the school's website.

16. Site Accessibility

The school is a single storey structure that lends itself to easy access for those with disabilities. The school has already completed a number of building and maintenance projects designed to ease or improve access through the school. These include:-

- Disabled shower facility attached to the school.
- Ramps and handrails to the hall doors.
- Wide entrance doors and wide corridors.
- Provision of a disabled parking bay facility.
- A new disabled toilet for pupils, staff and visitors.
- Hearing loop system in the Reception Area.
- Hydraulic changing table.

For further information, please refer to the school's Accessibility Plan available on the school website.

17. Bullying

Disabled children and those with SEN could be more open to experience bullying in school and Longthorpe School does not tolerate bullying of any kind. For more information about bullying please see the school's Anti-Bullying Policy, available on the school website.

18. Supervision

All members of staff, when on duty, during break or at lunchtime must make sure that 'hidden' areas of the school are supervised. Vulnerable children are buddied up and adults may check upon their well-being.

Meal time Supervisors and Assistants

There will be ongoing discussion, support and training for Staff on these issues. Our Supervisory Assistants are very aware of the importance of reporting any concerns and they use the appropriate channels; Senior Midday Supervisor / class teacher / line manager.

19. Policy Review

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

20. Dealing with Complaints

All concerns should be directly taken up with the School in the first instance. All complaints will be dealt with in accordance with the Trust's Complaints Policy, available on the school website.