

**Lostock Hall Community Primary School**  
**Special Educational Needs and Disabilities Policy**

The SEND policy reflects the principles of the 2014 Code of Practice  
*'Every teacher is a teacher of every child or young person including those of SEN'*

**Lostock Hall Community Primary School SEND Policy**

This policy has been written in light of the changes to SEND Code of Practice which came into effect in September 2014. The Governing Body and the staff at Lostock Hall Community Primary School recognise and uphold the values and rights of inclusion for all children. Because children are so diverse, it is the teacher's job continually to reflect on the best way to further each child's learning and where necessary to adapt programmes and practices to meet individual needs.

This policy is written in line with the requirements of:

- SEND Code of Practice 0-25 (September 2015)
- The Equality Act 2010: advice for schools DfE February 2013
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information report regulations 2014
- Teachers Standards 2012
- Safeguarding policy
- Accessibility plan
- 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

This policy was created by the school's Special Educational Needs Coordinator (SENCO) with the SEND Governor in liaison with the School Leadership Team (SLT) and all staff at Lostock Hall Community Primary School.

This policy is available on our School website, along with the School Information Report and the Local Offer. You can also request a hard copy from the school office.

## **AIM**

The aim of the school's Special Educational Needs Policy is to create a whole school policy that provides equal opportunities and a broad and balanced curriculum for all, regardless of gender, race, creed or ability.

## **OBJECTIVES**

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best
- To ensure effective procedures are in place to promote early identification of pupils with SEN starting from their entry into Nursery
- To encourage genuine involvement of parents/ carers and pupils where possible, ensuring that there is a clear communication concerning SEN provision for their children in all stages of their child's education
- To provide a differentiated curriculum which will enable all pupils to achieve and make progress
- To ensure that all staff recognise their responsibilities for SEN ensuring that pupils' individual needs are made known to all who are likely to work with them
- To ensure maximum access to the National Curriculum and a broad and balanced curriculum
- To use a variety of assessment procedures to ensure that pupils make progress using PIVATS
- To develop effective independent learners
- To promote dignity and self-esteem for all pupils whatever their individual needs
- To provide for children's SEN within the normal classroom setting as far as is practicable and effective
- To foster effective relationships with support agencies and establish good High School links with their SENCO's for the Year 6 Transitions
- To ensure compliance with the New Code of Practice-September 2014
- To ensure that we have realistic expectations for all our pupils
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school
- To develop effective and manageable procedures for recording and monitoring pupil's progress
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

### **Definition of Special Educational Needs**

#### **(SEN) as taken from section 20 of the Children and Families Act 2014**

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

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

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

There are four main areas of SEN. These four broad areas give an overview of the range of needs that should be planned for:

1. **Communication and interaction**- This covers difficulty with different aspects of speech, language or social communication.
2. **Cognitive and learning difficulties**- This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
3. **Social, mental and emotional health**- This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.
4. **Sensory and or physical difficulties**

*(SEND Code of Practice- SEPT 2014)*

These four broad areas give an overview of the range of needs that should be planned for. The reason we identify the types of need a pupil may have is to enable the school to work out what action to take, rather than to fit the pupil into a category. We recognise that many pupils have a range of needs which do not fit neatly into one category but rather overlap the broad areas. At Lostock Hall Community Primary School we always see the pupil first and foremost as a child, and consider the needs the child has as a whole child, not just their special educational needs and/or disability.

The Code of Practice suggests that *'pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching'*.

Children will only be placed on the SEN Record if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities.

#### **Other needs which do NOT constitute as SEN**

The SEN Code of Practice (2014) emphasises the importance of correctly identifying SEN, and makes clear distinction between SEN and other factors which may impact on a child's progress and attainment. We recognise these factors, listed below, do not constitute a Special Educational Need:

- Disability
- 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

The Code of Practice outlines the duty we have as a school to make "reasonable adjustment" under current Disability Equality legislation, meaning disability alone does not constitute SEN.

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

Our school follows the SEN Code of Practice's approach to meeting the needs of all learners, including those that have, or may have SEN. A graduated approach is central to all we do as a school as we continually assess, plan, implement and review our approaches to teaching all children. If, however, a potential Special Educational Need is identified, we respond in an increasingly personalised way; as we

work with the child and their family to assess their needs, we understand more about the gaps in their learning, and barriers they are experiencing. Our approach right across school can be summarised below:

High quality teaching, sometimes called 'quality first' teaching, differentiated for individual pupils, is the first step we take in responding to the needs of pupils who have, or may have SEN. *'Class Teachers are responsible and accountable for the progress and development of pupils within their class; this includes where pupils access support from teaching assistants or specialist staff'* (SEND Code of Practice 2014.) The class teacher is responsible for adapting their teaching to respond to the strengths and needs of all pupils in their class.

At Lostock Hall Community Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN.

If we feel a child needs special educational provision, the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

The 'graduated approach' is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Plan (IEP). This process will happen termly.

**Assess:**

The teacher identifies if there are pupils with learning needs in their class; this involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working significantly below the level of their peers. Advice from other professionals is incorporated into the child's IEP.

**Plan:**

Planning will involve consultation between the teacher, SENCO and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do:**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

## **Review:**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. To track a child's long term progress and level of intervention he/she will be included on the SEN record by the SENCO.

The majority of children with SEN will have their needs met within the school – effectively at 'school level'. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within school. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs and will be removed from the SEN record.

However the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Lostock Hall Community Primary School. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

## **Referral for an Education, Health and Care Plan**

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possibly outside professionals. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget. If a pupil fails to make adequate progress despite any additional support, intervention and differentiation of the curriculum at the SEN support level then outside advice will be sought on how best to meet the child's needs by an Educational Psychologist.

## **MANAGING PUPILS ON THE SEN RECORD**

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed termly and next steps are put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans
- Individual Behaviour Management Plans
- Provision Maps

Children and families are involved in the planning for the progress through regular discussions about 'next steps'. The child's voice is central to every review of progress. The SEN Record is kept by the SENCO in consultation with class teachers.

## **CRITERIA FOR EXITING THE SEN RECORD**

A child will be exited from the SEN Record when they are accessing differentiation within the class; that is if they do not need anything above and beyond what is offered to the class as a whole.

## **SUPPORTING PUPILS AND FAMILIES**

Families can be directed towards the school's SEN information report and Local Offer via our website [www.lostockhallcps.co.uk](http://www.lostockhallcps.co.uk). The Lancashire's Local offer can be found via the website [www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-)

[lancashires-local-offer.aspx](http://lancashires-local-offer.aspx). Here you can find more information about support available in Lancashire to support you and your child.

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) meetings to facilitate links with other agencies.

### **ADMISSIONS ARRANGEMENTS**

Admission arrangements for the school are described in the schools 'Admissions Policy'. Our admission arrangements are in full agreement with the Local Authority's policies on admissions and a link is available via our school website.

The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within the existing provision. Pupils with a statement of SEN/ Education Health Care Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act.

### **ACCESS ARRANGEMENTS AND TRANSITIONS**

Oversight of access arrangements to allow pupils with SEN to partake in national curriculum SATS tests at the end of Key Stage 2, and other formal assessment procedures such as the Year 1 phonics screening is the responsibility of the Headteacher. Where it is necessary to 'disapply' or collate evidence to demonstrate a need for particular arrangements to be made to allow a child with SEN to partake in the test, for example enlarging the paper, this will be overseen by the SLT and SENCO.

Transition between classes, key stages, schools and nurseries is a challenging time for all pupils, and especially those with additional needs and/or SEN. Therefore steps are taken to enable this transition to be as smooth and positive as possible- for the pupil and their family.

Meetings are held between other settings, class teachers and the SENCO at which SEN documents are discussed and exchanged. Additional visits can be arranged for pupils with Statements/ EHC Plans. If your child starts our school, in Nursery or Reception, staff will arrange a home visit to meet and discuss your child's needs. Secondary school transition meetings are arranged and staff from the feeder secondary schools are invited.

### **SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY**

At Lostock Hall Community Primary School we recognise that children with medical conditions should be effectively supported to have full access to education. Some children with medical conditions may be disabled and where this is the case Lostock Hall Community Primary School will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care, as well as special educational provision.

More information can be found in our 'Medical conditions policy'.

### **MONITORING AND EVALUATION OF SEND PROVISION**

To ensure the quality of our SEND provision, the school will conduct regular audits involving all members of staff. This will involve:

- Lesson observations and learning walks
- Observation of interventions
- Scrutiny of books, planning and Individual Education Plans
- Data analysis of targeted intervention and progress of pupils with SEN
- Seeking of parent and pupil views

- Staff audits
- Monitoring staff CPD

## **TRAINING AND RESOURCES**

Training needs of staff and the school are identified through the School Improvement Plan, the appraisal cycle and individual pupil needs. Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put into place in response to these discussions.

The SENCO regularly attends training to keep up to date with local and national updates in SEND and provides feedback to staff.

## **FUNDING**

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget (*Code of Practice 2014*).

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

- The Governing Body fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs
- The Governing Body ensure that all teachers are aware of the importance of providing for these children
- The Governing Body are involved in developing and monitoring the School's SEN policy
- The Governing Body have a named Governor for Special Educational Needs; this is Mrs Joanne Leach

**Learning Support Assistants (LSA), Teaching Assistants (TA) and Nursery Nurses** They are responsible for the following:

- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND
- Collecting evidence of progress through observations both formal and informal
- Alerting the class teacher to concerns which have been observed through close working with the pupils
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils
- Providing effective feedback to the teacher on interventions
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
- Contributing to progress reviews or annual reviews
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs

They are monitored by Class Teachers and the SENCO.

## **STORING AND MANAGING INFORMATION**

Documents are stored securely in school. Hard copies of all documents are kept in locked cabinets. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

## **REVIEWING THE POLICY**

The school's SEND policy will be reviewed annually, in line with advice from NASEN.

## **ACCESSIBILITY**

Refer to the school's Accessibility policy which can be found via our school website [www.lostockhallcps.co.uk](http://www.lostockhallcps.co.uk).

## **DEALING WITH COMPLAINTS ABOUT SEN**

If any parent/ carer has any concerns regarding the education of their child with SEN they should contact the school immediately and make an appointment to see the child's class teacher and SENCO, Amy Berry. Our school 'Complaints policy' is available on our website. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

## **BULLYING**

Vulnerable children and their families in school have access to support in line with the schools bullying policy. School liaises with a range of specialist services in order to provide full support for a range of additional needs.

## **APPENDICIES**

### **Appendix 1: Acronyms**

- SEN (Special Educational Needs)
- SEND (Special Educational Needs and Disabilities)
- SENCO (Special Educational Needs Co-ordinator)
- IEP (Individual Education Plan)
- EHCP (Education Health Care Plan)
- PIVATS- an assessment programme used nationally to measure pupils progress
- LA (Local Authority)
- SATS's (Standard Attainment Tests) - a test taken by school students as part of the national curriculum.
- SLT (School Leadership Team)
- EAL (English as an Additional Language)
- NASEN- a leading organisation supporting those who work with or care for children with special and additional educational needs and disabilities