

Lingham Primary School

Special Educational Needs and Disability Policy

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Introduction

This policy has been written by the SENCO in consultation with the Head Teacher, Senior Management Team and Governors at Lingham. It outlines the aims, ethos and practical arrangements for pupils with SEN at Lingham. It has been written for parents, teachers, support staff, governors and other visitors to our school. Copies can be found in each classroom and the school office.

In reading this policy, all other policy documents need to be taken into account as SEN runs through every aspect of school life.

A School Arrangements

A1 DEFINITION AND AIMS

Definition

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them*.

“Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

Aims

We at Lingham Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Lingham aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is

relevant and differentiated, and that demonstrates coherence and progression in learning

- to give pupils with SEN D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEN D is implemented and maintained.

This echoes our mission statement which states that we want our children to,

'Enjoy! Aspire! Achieve! Now and in the future...'

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The governing body has responsibilities as set out in the SEN Code of Practice 2014. The governing body:

- Reports annually to parents on the implementation of the school's policy for pupils with special educational needs including the allocation of resources
- Has regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body also makes sure that:

- They are fully involved in developing and monitoring the school's SEN policy
- All governors are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- The quality of SEN provision is continually monitored.

The **Head teacher, Miss P. Malcolm** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-ordinator

- the deployment of all special educational needs personnel within the school
- she also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **special educational needs co-ordinator, Mrs. A. Blamey** is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom (By Spring 2015 IEP's will be transferred into Support Plans).
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, standardised tests, SATs, etc.
- contributing to the in-service training of staff
- managing LSATAs
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Learning support assistants/TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

LSAs/TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Dinner supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At Lingham:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- the SENCO meets with TAs each half/term to review progress
- the SENCO ensures that regular meetings are held, normally once a term, to review IEPs and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENCO ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register
 - an overview of SEND provision from the school prospectus
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - a class SEND file giving the names of all pupils in the class with SEN and copies of the pupil's SP and ASPs, moderation descriptors and other relevant information.

A4 ADMISSION ARRANGEMENTS

Lingham strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a Health education and care plan the LA

must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At Lingham:

- all teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in Lingham and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has been adapted to provide wheelchair access, to toilet and washing areas

B Identification And Assessment And Provision

B1 ALLOCATION OF RESOURCES

All schools in Wirral receive funding for pupils with SEN in several ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCO
- the delegated budget for Specific learning difficulties and moderate learning difficulties.
- other specific funds e.g. Standards Fund allocations, Children's Fund.

The head teacher, SENCO and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Lingham follows Wirral LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

B2 ASSESS, PLAN, DO AND REVIEW

The Code of Practice (2014) outlines, where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Social, emotional and Mental Health, and Sensory and/or physical.

| Code of Practice needs | Categories |
|-------------------------------------|--|
| Communication and interaction | Language Autistic spectrum disorder (ASD) |
| Cognition and learning | Learning Specific learning difficulties e.g. Dyslexia |
| Social, Emotional and Mental Health | BESD ADHD |
| Sensory and/or physical | Hearing Visual Physical |

Levels of Provision

If a pupil requires additional and different support and meets the moderation criteria then a Support plan is put in place. A Support Plan (SP) is written by the class teacher with support from the SENCO.

The SP contains:

- a) Baseline assessment
- b) Short-term targets set for the pupil
- c) Teaching strategies to be used
- d) Review date
- e) Success and/or exit criteria

The SP will be shared with the parents, so that they can support at home, and the pupil, so that they are aware of their targets. The SP will be reviewed termly, or at least once every six months, and the outcomes recorded. Parents will be invited to review meetings by letter by the class teacher to discuss progress. Pupils will participate in the review process according to their age and level of maturity. Both parents' and pupil's comments will be recorded on the review form.

If the pupil has made sufficient progress and therefore no longer requires additional or different action, he is removed from the SEND Register.

If a pupil has not made sufficient progress and meets the moderation criteria, the level of support may be increased and a more detailed Additional Support Plan will be written. At ASP, outside agencies are always involved. This is often the school's Educational Psychologist, but may be one of a range of other LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENCO writes the ASP, alongside parents and child and liaises with any outside agencies involved. The ASP should reflect any advice given by outside agencies.

Parents are encouraged to attend reviews and to play a full part throughout the process.

Education Health Care Plan (EHCP)

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Wirral Local Authority.

Only a very small proportion of pupils require an Education Health Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified (Details of programmes can be found on the School provision Map).

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4 EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results:

- for individual pupils
- for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- school self-evaluation,
- the school's annual SEN review, evaluates the successes of targets and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan SP/ASPs and targets, revise provision and celebrate success.

B5. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the head teacher.

C Partnership Within And Beyond The School

C1 PARTNERSHIP WITH PARENTS

The staff at Lingham will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

Wirral SEND Partnership Information Advice and Support Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Wirral SEND Partnership arranges meetings and produces leaflets about many aspects of SEN.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Lingham Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class and individual reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Wirral. The SENCO has established good working relationships with a number of outside professionals to obtain the best possible advice and services for our pupils with SEN.

These services include:

- Access to our educational psychologist for advice, consultation and as part of the EHCP process.
- Access to advice from vision support
- Access to advice and hearing tests from hearing support
- Assessment for keyboard tuition and provision
- Advice on disabilities and Health Plans from the physical / medical coordinator.
- Advice and consultation with Speech and Language Therapist (Weekly)
- Access to the services offered by Special Educational Needs Advisory and Assessment Team (SENAAT)

The SENCO also works closely with Wirral Child Health. The main access to these services is through the school nurse, who visits the school regularly to meet with SENCO.

Other professionals include:

- Community paediatricians

- Child and Family Support Service
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists

The SENCO also liaises, where appropriate, with social services:

- Educational Social Welfare Officer
- LACES
- Social workers

Miss P Malcolm is the Child Protection Officer responsible for the Child Protection Register.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with a Statement, the pupil's Statement is amended by mid-February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned (this will change over to a EHCP)
- the SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHCP for whom the particular school has been named
- Representatives from the designated local secondary School visit our school to meet parents and pupils before transfer.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in area of SEN
- there are regular training sessions for TAs
- the SENCO attends cluster group termly meetings organised by the authority
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENCO/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCO and other staff attend INSET when relevant

- newly appointed teaching and support staff meet the SENCO to discuss SEN procedures in the school. There is an induction pack outlining the school's procedures and approach

Appendix A Glossary

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|-------------------------|--|
| A.D.H.D. | Attention Deficit and Hyperactivity Disorder |
| ASP | Additional Support Plan |
| A.S.D | Autistic Spectrum Disorder |
| Code of Practice | A guide to schools and L.E.A.s about the procedures they follow to support the children with SEN. Schools and LEAs must have regard to the code when they deal with a child with S.E.N. |
| EHCP | Education Health and Care Plan |
| INSET | Training for teaching and non-teaching staff working at the school |
| I.T. | Information Technology |
| LACES | Looked After Children in Education Services |
| LA | Local Authority |
| SEND | Special Educational Needs and Disability |
| SENCO | The Special Needs Co-ordinator for the school |
| SENAAT | Special Educational Need Advisory and Assessment Team |
| SMT | The Senior Management Team of the school |
| SP | Support Plan |