

Gedney Church End and Lutton St Nicholas Federated Primary Schools

Special Educational Needs and Disability Policy

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Gedney Church End and Luton St. Nicholas Federated Primary Schools

1.Aims

This SEND policy details how this Federation will do its best to ensure that the necessary provision is made for any pupil who has special educational needs, and that those needs are made known to all who are likely to teach them. The Federation will use its best endeavours to ensure that teachers are able to identify and provide for those pupils who have special educational needs to allow such pupils to join in the activities of the Federation together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving special educational provision and the efficient education of the pupils with whom they are educated.

Children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help that they would like to ensure that they make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, and the review and transition processes.

The SEND policy also supports the school's information report.

2.Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3.Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Lorraine White, Contact Number 01406 363392

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

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

4.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5.SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and severe learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher; a planning meeting will take place and all pupil profiles will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on, then it will be made for them.
In Year 6: The Y7 transition members of staff from the local secondary schools liaise with the Y6 teacher and if necessary a teaching assistant from school can accompany children on their visits.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Toe by toe
- Phonics
- Maths
- Friends
- Social and emotional support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as phonics, toe by toe and white rose maths

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP or on occasion when it will benefit the child to enhance or consolidate their learning.

Teaching assistants will support pupils in small groups when interventions are carried out or often within the classroom environment to help support learning.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service;
- Speech and Language Therapy Service;
- Emotional and Behavioural Support;
- Sensory Impaired Service;
- Social Services/Child Protection;
- School Medical Service;
- Child and Adolescent Mental Health Service;
- Family GPs;
- Autism Outreach;
- Dyslexic Outreach;
- ICT Outreach;
- Physiotherapy Service;
- Occupational Therapy;
- Educational Welfare Officer.

5.9 Expertise and training of staff

Our SENCO has 4 years' experience in this role and works as a Class Teacher as well.

They are allocated half a day a week to manage SEN provision.

We have several teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have been trained in Autism Tier 1, Team Teach, Diabetic, First aid, Paediatric first aid and Friends.

Whenever deemed necessary, the SENCO will disseminate necessary information to staff, and attend relevant courses where practicable.

5.10 Securing equipment and facilities

Various agencies can be involved with your child and it is these the SENCO will contact to secure relevant equipment or who will advise on how we can adapt our facilities:

Cognition and Learning (Learning Needs)

Educational Psychologist (STAPS) - Assessed or observed within the school setting to provide advice about educational needs

Communication and Interaction (Speech and Language)

Speech and Language Therapy Service (SALT) - Pupils can be seen either by appointment at the hospital or assessed within the school setting

Social, Emotional and Mental Health

Child and Mental Health Service (CAMHS) - Support can either be provided by a paediatrician or by a more locally based team within the school

Social and Communication (including Autism) Outreach Service - Observed within the school setting to provide advice about social, communication or behavioural needs

Medical, Physical and Sensory Needs

Community Paediatrics (NHS) - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital.

Physiotherapist - The SENCO cannot refer directly to this service, but a referral can come from a GP or Paediatrician

School Nursing Team - They can provide advice within their 'Welldoc' clinic, within the family home or within the school setting

Where a pupil has lots of outside agency involvement, the SENCO may suggest using a service called 'ESCo' (Early Support Care and Co-ordination), a team which will lead and organise the many agencies supporting the family.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We ensure that equipment used is accessible to all children regardless of their needs.

Our accessibility policy sets out the school's approach.

5.13 Support for improving emotional and social development

Explain your school's approach here. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils have access to a leaning mentor who delivers the Friends programme.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

If you have any concerns over your child, we can access various agencies to help support you such as:

Your child has a specific difficulty such as ADHD or Autism, the SENCO can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

Your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCO can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching Service' (STS).

Your child has a speech and language difficulty, the SENCO can make a referral to the 'Speech and Language Therapy Service' (SALT) based at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Executive Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Below are details of organisations that can help and support you:

Liaise

(SEND Information, Advice and Support Service in Lincolnshire) Email: liaise@lincolnshire.gov.uk or telephone 0800 195 1635.

Lincolnshire Parent Carer Forum (LPCF) Visit www.lincspcf.org.uk telephone 0845 33 11 310 or email: admin@lincspcf.org.uk.

5.17 Contact details for raising concerns

enquiries@lutton.lincs.sch.uk – for the attention of The Executive Headteacher.

5.18 The local authority local offer

Our contribution to the local offer is:

<http://www.luttonstnicholasprimary.org/info/SEND.html>

Our local authority's local offer is published here:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr Scott Pearson, head teacher every year. It will also be updated if any changes to the information are made during the year.


It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Positive Behaviour
- Supporting pupils with medical conditions

Signed by Chair of Governors:



Ratified by Governors: November 2018 (FGB)

Last Update: October 2018