

Special Educational Needs and Disability Policy

St. Lawrence CE (VA)
Primary School

With

Little Lawrences & Larks 'n' Owls

Napton

A happy church school that nurtures the unique talents of individuals and brings them together so that 'they will soar on wings like eagles' (Isaiah 40:31)

Next review due by: September 2024

St Lawrence CofE Primary School's policy (including Little Lawrences) incorporates the values and principles that all children regardless of a special educational need are of equal value and have an equal entitlement to the full range of curriculum experiences.

The policy has been written by the Special Needs Co-ordinator, Miss Emma Shepherd in consultation with the Head-teacher, Staff and Governing Body of St Lawrence CE Primary School. It has been updated with due regard to the requirements of the Code of Practice (2014) and it will be monitored and evaluated according to changes within the Code of Practice as and when they arise.

The SEN Policy goes hand in hand with our Teaching and Learning policy and Self-Regulation Policy.

The following document outlines the common approaches and strategies used within our school.

Aims:

- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is adapted or scaffolded to meet their individual needs.
- To ensure the early identification, assessment and provision for any child who may have special educational needs.
- To enable all of our children to reach the highest levels of achievement of which they are capable and to optimise their self esteem.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.

- To raise the aspirations and expectations for children and their parents or carers.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To focus on outcomes and plan, discuss and review these with children and their parents or carers.
- To follow the SEND Code of Practice (2014) *'that 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. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.'*
- To clearly identify the roles and responsibilities of school staff and the Governors in providing an appropriate education for pupils with special educational needs and/or disabilities.

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, SEND co-ordinators (SENDCOs) and the SEND information report
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf

Definition of Special Educational Needs and Disabilities

The Code of Practice 2014 states the following as a 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.

Special Educational Needs are categorised into four Broad Areas of Need:

- **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

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant
- Being a child/young person of servicemen/women
- EAL
- Travellers

Special Educational Provision in School

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 and this is referred to as **Universal Provision**.
- When a pupil is identified as having SEND, they may require **Targeted Provision**, which may involve specific interventions to meet their needs and for a small number of pupils **Higher Needs Provision** is required.

The school follows a Graduated Response in the form of the '**Assess, Plan, Do, Review**' model highlighted in the 2014 Code of Practice to ensure that this provision meets the needs of the individual child, is having the desired impact and remains relevant to the child.

Assess

The class 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.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their 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. 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. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support may be provided by the SENDCO.

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. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Identification, Assessment and Provision

Class teachers use assessment as part of their daily teaching in school. This is monitored by the Headteacher and SENDCO at least termly.

Where it is identified that a child is experiencing a significant difficulty in their learning or other area of development and that these needs cannot be met through normal classroom practice or Universal Provision, it may be appropriate to add that child to the SEND register.

At this point teachers will work with the child and parents/ carers to ensure that planning to meet these needs is put in place through a Learning Action Plan (LAP) and if necessary further advice sought.

With a Learning Action Plan (LAP), those learners who have received less than expected progress with Universal Provision will receive some Targeted Provision according to their needs.

Stage 1. UNIVERSAL PROVISION refers to support within whole class lessons where Quality First Teaching is tailored to meet the needs of **all** pupils. This will include matching questioning to a child's ability, providing differentiated materials and additional resources alongside the possible use of adult support to support a child or children.

Stage 2. TARGETED PROVISION - A child with SEND may also participate in additional learning opportunities through individual intervention sessions and as part of a group. These interventions are reviewed termly, or more frequently if necessary. The targets are incorporated into a Learning Action Plan (LAP).

Stage 3. HIGHER NEEDS PROVISION – This is the type of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress. Where necessary, the school will work with outside agencies or specialists to support the learning of a child with SEND. The school may make referrals to and access support or advice from a number of

agencies including; SENDSupported specialist teachers, Educational Psychology Service, Health (COMPASS), Speech and Language Therapist (SALT), Occupational Therapists (OT), Children’s Services and Early Help. Where this support is accessed, it may be necessary to implement a tailored, Individual Learning Plan for an individual, which may be implemented through daily class lessons, through group support or through individual, adult led sessions in school.

The class teacher (supported by the SENDCO) remains responsible for the short term planning and assessment of these sessions.

Permission from parents or carers will be obtained before liaising with external support services.

We will encourage pupils to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.

Education, Health and Care Needs Assessments

Where a request for statutory assessment is made by a school or parent to the Local Authority, the child will have demonstrated significant cause for concern and their significant and complex special educational needs will be impacting on their ability to learn. The support they will have received in school and by external professionals will not have resulted in inadequate progress.

The Local Authority will seek evidence from the school that the child in question has been supported for a reasonable amount of time without success and that a number of strategies have been put in place.

The Local Authority will decide whether an Education, Health and Care Plan is necessary or whether the child’s needs can be met through additional SEND support within school.

Annual Reviews

The annual review enables provision for the pupil with an Education Health Care Plan (EHCP) to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual reviews are carried out in accordance with the COP. A review meeting might recommend amendments to the statement if:

- Significant new evidence has emerged which is not recorded on the statement.
- Significant needs recorded on the statement are no longer present.

- The provision should be amended to meet the child’s changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child’s needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required.

During the annual review, we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Supporting pupils moving between phases and preparing for adulthood

We will share all relevant information with the school, college, or other setting the pupil is moving to.

When children approach transition from classes and/or key stages they are involved in a “transition day” when they spend time in their respective classrooms being taught by their “new” teachers.

Children with SEN, if it is thought appropriate, can receive additional support during these transitions.

Adaptations to the curriculum and learning environment

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

- Differentiating/scaffolding our curriculum to ensure all pupils are able to 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.
- The school’s accessibility plan can be found on the school website.

Examinations and access arrangements

SEN pupils may be eligible for additional time, a scribe, a reader or rest breaks, if required. The SENDCO and Class Teacher work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

Exiting the SEND register

If the additional support that a child receives enables them to make sufficient progress and this continues over a period of time, the child may be taken off the SEND register. This will only happen after discussion with parents/carers, pupils, class teachers and other professionals involved. The child will continue to be monitored through the school monitoring procedures and any reports, LAPs will be kept and passed on to the next setting.

Roles and responsibilities

The role of the Headteacher (Bethan Hanna) who can be contacted at head@stlawrenceprimaryschool.co.uk

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- To monitor the SEND policy and oversee its implementation throughout the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The role of the SENDCO

The SENDCO is Emma Shepherd, who can be contacted at eshepherd@stlawrenceprimaryschool.co.uk

and Maria White for Little Lawrences, who can be contacted at mwhite@stlawrenceprimaryschool.co.uk

Key responsibilities:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Take a strategic role in developing, monitoring and reviewing the SEN Policy and the School Offer
- Oversee the day to day operation of the school's SEND policy.
- Ensuring that parents are closely involved throughout and that their insights inform any action taken.
- Support staff with coordinating provision for children with special educational needs.
- Advise on the graduated approach to providing SEN support.
- Liaise with and advise fellow teachers.
- Oversee records for children with special educational needs.
- Liaise and work in partnership with parents of children with special educational needs.
- Encourage children to contribute to the assessment of their needs, reviews and transition.
- Support the in-service training of all staff.
- Oversee the identification of children needing intervention through SEN Provision, Provision Plan or EHC plan.
- Liaise with the LA and external agencies.
- Liaise with local primary and secondary schools to enable smooth transition for children with SEND.
- Liaise with the governor responsible for SEND.

The role of the class teacher

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the Provision Plan, is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

Key Responsibilities:

- To identify children with special educational needs and seek advice where necessary.
- To meet the needs of all children including those with special educational needs.
- To ensure all children progress and development both academically and pastorally.
- Work 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.
- To ensure that work is suitably differentiated for ALL pupils.
- To ensure appropriate intervention strategies are in place and sufficient records are kept.
- To be responsible for involving pupils and their parents/carers in the SEND process within school.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

The role of Teaching Assistants:

- Work closely with class teachers, SENDCO to identify and fully support children's needs throughout the school.
- To monitor and feedback progress to class teachers.
- To deliver specific interventions/pastoral support as directed by the class teacher/SENDCO.

The role of the SEND Governor:

The SEND governor is **Kelly Raymont Osman**, who can be contacted at governors@stlawrenceprimaryschool.co.uk

The SEN governor will:

- Help to raise awareness of SEND 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.

- It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school's work.

If you think your child may have special educational needs or a disability:

- Discuss your concerns with your child's class teacher initially. The class teacher will listen and act upon your concerns, sharing interventions they have or will put into place.
- The class teacher may liaise with the SENDCO for support if needed and a meeting between parents, class teacher and SENDCO may take place to discuss planned interventions.

The local authority local offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Warwickshire's Local Offer is available from the following website:

www.warwickshire.gov.uk/send

The school's SEN Information Report, available on the school website, outlines the school's statutory requirement.

Our contribution to the local offer can be found on the school website under the SEND section.

Storing and Managing Information

Each class has information about children with SEND. All SEND records, together with any confidential reports are kept securely. Information which the teacher needs to have at hand is kept in the classroom and stored in a lockable cupboard. Electronic records will also be kept and updated by class teachers/SENDCO.

Complaints about SEND provision

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

The parents of pupils with Special Educational Needs or disabilities have the right to make SEND 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

Compliance

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:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Early Years Foundation Stage, Statutory Framework 2021
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Safeguarding Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013
- Section 69 of the Children and Families Act 2014

Links with other policies and documents

- Accessibility
- Self Regulation (Behaviour) Policy
- Equal Opportunities

