



Lickey Hills Primary and Nursery School
Special Educational Needs and Disability Policy
Updated October 2017

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1. Introduction:

This policy outlines the process for a systematic cycle of planning, action and review, which will enable children with special educational needs to progress.

Lickey Hills Primary and Nursery school (LHPNS) aim to ensure that all pupils with special educational needs and disabilities (SEND) reach their full potential, be fully included within school life and make a successful transition to Key Stage 3.

2. Our Philosophy/Objectives:

- All children and young people are entitled to an education that enables them to:
 - achieve their best;
 - become confident individuals living fulfilling lives; and
 - make a successful transition into adulthood, whether into employment, further or higher education or training.
- Ensure that children with SEND at LHPNS take part in all activities in school together with children who do not have SEND as far as possible.
- Involving children, parents and young people in decision making and exercising choice. Children and young people with SEND have unique knowledge of their particular circumstances, aspirations and goals. They have views on what might be done to remove any barriers to their learning and participation. At LHPNS, we aim to support all children with SEND to participate in decisions about their own life, for example in relation to their learning and development, in reviews of their progress, assessments of their support needs and in decisions about their transition to KS3.

3. Definition of Special Educational Needs and Disability (SEND):

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has a special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

(Special Educational Needs (SEND) Code of Practice: 0-25 years, October 2013, Pg. 9)

4. The four areas of special educational need:

'Special educational needs and provision can be considered as falling under four broad areas.

- (a) Communication and interaction
- (b) Cognition and learning
- (c) Social, mental and emotional health
- (d) Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. However consistent disruptive or withdrawn behaviours can be an indication of unmet SEND, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

(Special Educational Needs (SEND) Code of Practice: 0-25 years, October 2013, Pg. 61)

5. Disabled children and young people:

Many disabled children and young people also have a SEND. Where this is the case, LHPSN will access arrangements and other adjustments when considering a particular child's SEND planning and review. LHPSN will ensure that disabled children are also included in the Equality Act 2010 and therefore:

- Staff '**must not** discriminate against, harass or victimise disabled children and young people.'
- '**Must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared to their peer. The duty is anticipatory: adjustments must be planned and put in place in advance, to prevent the disadvantage.'

(Special Educational Needs (SEND) Code of Practice: 0-25 years, October 2013, Pg. 65)

6. The Role of the Governing Body

LHPSN Governing body will ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- All governors are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are being deployed.
- Maintain a general oversight of the school's work and recognise SEND as an integral part of the school development plan.
- Ensure that the quality of SEND provision is continually monitored.

Named SEND governor - Mrs C. Ferguson

7. The role of the Head teacher

LHPSN Head teacher, Miss A Salisbury will ensure that:

- She works closely with the SENCOs of both Early Years and Primary Phase to ensure that there is full staff participation in the development and implementation of the SEND policy.
- Has overall responsibility for the day to day management of provision for pupils with SEND.
- Provide guidance to the Governing Body that enables the Governing Body to implement the SEND policy (e.g. resources/finance advice).

8. The Role of the SENCO in school

LHPSN will ensure that the SENDCO (Special Educational Needs and Disabilities Coordinator) is a qualified teacher in school and that a designated member of staff must achieve the National Award in Special Educational Needs Coordination within three years of appointment.

Where appropriate, and to meet the needs and demands of all SEND children in school, LHPSN will employ two SENDCOs. One, primarily for Early Years (Nursery and Reception aged children) and the second for Primary (Key Stage 1 and 2 aged pupils).

Both SENDCOs (Early Years and Primary) at LHPSN will communicate on a regular basis between each other (minimum half termly) to ensure that the delivery of the SEND policy is effective across school.

'Key responsibilities of the SENDCOs may include:

- Overseeing the day to day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEND Support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of children with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the Local Authority and Local Authority support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the Head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that (in the appropriate area of responsibility) Primary and Early Years records of all children with SEND are up to date.'

(Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years, October 2013, Pg. 79-80)

In addition, SENDCOs at LHPSN will be given sufficient time administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school

9. The role of the SEND Manager and Administrator

Work alongside and under the direction of SENDCO teachers

- Provide SENDCOs with admin support e.g. telephone calls, making appointments
- Liaise with external agencies when intervention required.
- Screen pupils using commercial tests (e.g. Dyslexia) as required.

- Work with individual pupils or groups with intervention programs as required.
- Work with SENDCO's to plan and track intervention programs (e.g. precision teaching) supporting admin of data to show progress and impact.
- Update and replace resources.
- Support SENDCOs in keeping up-to-date SEND pupil records and files.
- Support SENDCO's in ensuring teachers keep up to date with IPMs. Work alongside school SENDCOs to ensure IPM meets the needs of the child.
- Work with SENDCO to advise teachers and TA's on appropriate Wave 1 and 2 strategies.
- Work with SENDCO to advice teachers and TA's on support strategies for pupils with defined needs (e.g. autism, dyslexia, dyspraxia).
- Mentor and meet SEND pupils ,to discuss their feelings and progress with SENDCOs
- Where necessary support teachers to write IPMs for GR1/GR2 pupils.

10. The role of the Class Teacher

- Initial identification and assessment of pupils within individual classes.
- Working in partnership with parents or carers, the SENDCO, support staff and external agencies to support children in their classes.
- Meeting with parents three times a year, in addition to parents evening, to share IPM targets.
- Setting targets for Individual Education Plans (IEPs), planning programmes of work such as Intervention programmes or 1:1 work to be carried out by support staff, further assessing and teaching to support Individual Provision Maps (IPMs).
- Keeping SEND records up to date and ensuring copies of any correspondence is kept within class file for reference.
- Day to day planning with support staff so that they have clear objectives for guided sessions etc. and 'next steps' for targeted SEND child are clearly communicated.
- Be available to attend meetings to correspond with parents or carers for progress meetings/Annual Reviews/change of needs/IPM target setting etc.

- Maintain a SEND friendly classroom and working space inclusive to all learners.
- Ensure all interventions and support programs for children with SEND or those being monitored are tracked using Provisionmap.com

11. The role of SEND support staff

- Give additional support to individual pupils and/or groups of pupils with SEND.
- Assisting in the delivery and assessment of agreed targets for pupils with SEND.
- Assisting with the physical needs of pupils with a physical disability.
- Liaison with class teachers, external agencies and the phase appropriate SENDCo.
- Attending review meetings or contributing in writing when requested by SENDCo or Class Teacher to assist in communicating with progress demonstrated.

12. Teaching and Learning

'Core Values

- Valuing all learners
- Valuing diversity
- Safeguarding children
- Building strong local learning communities
- Promoting independence.'

(Worcestershire County Council Policy on Inclusion)

13. Identifying Pupils with Special Educational Needs at LHPSN

- Each class teacher at LHPSN is responsible for the learning and development of all the children, including those with SEND.
- Assessments in Reading, Writing and Maths should be recorded and analysed half termly in order to assist in the early identification of pupils with SEND - through SPTO.

- It is the class teacher's responsibility to assess, identify and notify the SENCo regarding children who are not making expected progress.
- The SENCo will support the class teacher where necessary in setting up appropriate strategies and programmes of work.
- The SENCo may find it necessary to carry out additional assessments or observations of a pupil to explore their potential barriers to learning and inform 'next steps' to ensure the correct support or interventions are put in place.

The following guidelines should be followed (where appropriate and dependent on a child's individual needs and circumstances):

- Completion of the 'Initial Identification Sheet' by Class Teacher for Early Years or Primary Phase including most recent National Curriculum levels for Reading, Writing and Maths or EYFS criteria for 'Communication and Language', 'Personal, Social and Emotional Development' and 'Physical Development'.
- If requested by SENCo, annotated and dated sampled of identified child's work.
- Any relevant medical information e.g. outcomes of hearing/eyesight tests.

The SENCo will then consider the evidence provided and determine in consultation with the child's parents or carers and Class Teacher whether the child should be included on LHPSN SEND or additional needs list.

14. LEVELS OF SUPPORT

Teaching SEND pupils is a whole-school responsibility. All teachers at LHPSN are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils' may need increased or decreased levels of provision and support as they move through school to meet their educational needs.

The school adapts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need.

Graduated Response 1

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for

within the resources of the mainstream school, enabling curriculum access and independent learning.

Graduated Response 2

The pupil has significant levels of SEND which requires additional support to be targeted specifically at the pupil's needs. The school will engage with external services on behalf of the pupil, building on arrangements from Graduated Response 1.

Education, Health & Care Plan - EHCP

School or parents may request a statutory assessment from the Local Authority when, despite an individual programme being provided for a pupil for a period of time, the child progress remains a significant cause for concern.

LHPSN will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the Local Authority. **An Education, Health and Care Plan (EHC plan, previously known as a Statement)** will be provided by Worcestershire Local Authority where after a statutory assessment; the Local Authority considers the child requires provision beyond what the school can offer.

The EHC plan is a legally binding document which includes details of learning objectives for the child involved. It must be reviewed annually with parents and all professionals involved, where appropriate.

15. TARGETED INTERVENTION

Through the use of teacher assessment and progress and attainment data, children that could benefit from a specific targeted intervention programme are identified.

The interventions aimed at children who are progressing at a slower rate than their peers. These programmes are on a 1:1 or small group basis with an experienced Teaching Assistant, the class teacher or a pastoral learning mentor. The support is monitored with a pre-assessment level and at regular intervals thereafter or after the intervention is completed as appropriate. Interventions are tracked online by the SENDCo using Provisionmap.com

16. RESOURCES

At LHPSN we accept a variety of means of recording and provide specific aids to learning when and where appropriate. We assess written materials for suitability of reading level and differentiated learning resources as necessary. We organise our classrooms to ensure they are inclusive environments in which to learn and ensure access to resources is appropriate to all children's needs.

There is currently a special needs resource base in school which is administered and updated by the SENDCo and SENDCO Assistant.

LHPSN recognises the need to provide the maximum amount of assistance for children with special needs whilst still ensuring they develop their independence. Classroom assistants and support staff are provided to support children within their classroom setting and it is the individual teacher's responsibility to deploy any such assistance in the most beneficial way. When learning support is available priority is given to the promotion of maths and literacy. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas when appropriate.

17. PARTNERSHIP WITH PARENTS & CARERS

Here at LHPSN we recognise the importance of effective dialogue between teachers and parents/carers. Parents/carers are consulted and kept informed of their child's progress at every stage and are welcomed into the school to support their child's learning. At each stage of the special needs process parents or carers sign a consent form to give permission for their child to be moved to the next stage.

- Children's progress is discussed at parents evening and additional times as necessary.
- School and parents/carers work in close partnership. Copies of IPMs are sent home for discussion and discussed with the child.
- **Involvement of Parents** - Parents/carers are encouraged to support their children across the curriculum.
- **In School** - Parents/carers are encouraged to come into school to help in classrooms, support trips and learning opportunities.
- **Three times a year** - Meetings to share IPM targets, work together on setting new ones and reviewing the previous targets.
- **Parents Interviews / Meetings / Evenings** - take place in the autumn and spring term.

- **Annual Report to Parents** - are published in July.
- **Parent Partnership** - in Worcestershire supports parents involved in the statementing process.

Should any parents or carer be dissatisfied with the school's efforts on behalf of their child, they will be referred to their appropriate phase SENDCo and/or the Head teacher so that the situation can be investigated and if necessary improved.

A member of the Governing Body of LHPNS is named as having a particular interest and responsibility of the special needs and complaints can be taken to him/her if necessary.

18. EXTERNAL AGENCY INPUT and PARTNERSHIP WITH HEALTH AND SOCIAL SERVICES as appropriate for individual children.

Educational Psychologist - Dr Daniel Rouse

Education Welfare Service

Speech Therapy - Lead Speech and Language Therapist, Mrs L Spooner

Family Support Services - Theresa Hall

School Nurse - Mrs Caroline Nicholls

Health Visitor - Individual to each child

Community and Mental Health Services (CAMHS)

Access and Inclusion Team - Ms Ann Perkins

Complex and Communication Difficulties-Mr Steven Fessey (Babcock)

School Community Paediatrician

Community Paediatric Audiology - Ms Sarah Johnson

Integrated Service for Looked After Children (ISLAC)

LIDMET- ICT Support

Early Years SEND Advisor-Ms Sharon Andrews

Primary Phase SEND Advisor- Ms Helen Pretty

Birmingham Children - SENAR

19. PARTNERSHIP WITH SPECIAL SCHOOLS

Outreach Chadsgrove

Pitcheroak Special School

20. Voluntary Organisations

ADD/ADHD Family Support Group UK
Downs Syndrome Association
The British Dyslexia Association
The Dyspraxia Foundation
The National Autistic Society
The Royal College of Speech and Language Therapists
Royal Institute for the Blind
National Deaf Children's Society (NDCS)
LAC (Looked After Children Service, Birmingham)
The Pear Tree Centre, Child and Family Therapy Service
Social Care

21 .Complaints

We hope that you and your child are happy with the SEND provision at LHPSN, however if you feel you would like to raise any concerns you have please communicate either verbally or in writing in first instance to your SENDCO, Mrs H Williams or your Head Teacher, Miss A Salisbury. Our complaints procedure follows the Worcestershire LEA guidelines and we endeavour to respond to you either in person or in writing within the working week we have received your correspondence.

H.Williams - October 2018