



## **SEND (Special Educational Needs and Disability)**

Date of Policy: 19<sup>th</sup> October 2021

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This policy is a working document that follows the SEND code of Practice (2014). It has been written with reference to the Equality Act (2010) and the Schools' SEN Information Report Regulations. Our aim is for this to be ratified by parents and carers, Governors, teachers and pupils over time, reflecting the changing practice.

### **Contents:**

Introduction

Definitions

Aims

Admissions

Graduated Approach

Roles & responsibilities

Transition

Partnerships/liaising

Storing & managing information

Comments, compliments & complaints procedures

### **Introduction**

Loxwood Primary School is an inclusive environment and we are committed to giving all of our pupils every opportunity to achieve the highest standard. Pupils enjoy a broad and balanced curriculum, which is relevant and meaningful. Teachers take into account individual needs, and have high expectations for all pupils. The achievement, attitude and well-being of every learner is of utmost importance, with inclusion being the responsibility of every person within the school community.

Loxwood Primary School has a named SENDCo, Mr Oliver Kendall, who has successfully undertaken the SENDCo qualification as well as Master of Education (SEND); and a named Governor responsible for SEND (Mrs Anna McNamara). They ensure that the Loxwood Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

## **Definitions**

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

*Taken from 2014 SEN Code of Practice: 0 to 25 Years, Introduction xiii and xiv.*

These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs, which cover a range of difficulties. This policy aims to address the needs of children with SEND. Children with EAL (English as an Additional Language) should not be regarded as having SEND, though pupils with EAL may also have SEN.

The revised SEND Code of Practice (2014) focuses on addressing the children's needs in the classroom and states that every teacher is a teacher of every child, including those with Special Educational Needs and Disability (SEND). All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability, with or without formal assessment, through a well-differentiated teaching programme.

The four broad categories of SEN, as set out in the Code of Practice are:

- Communication and Interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Physical and/or sensory needs.

## **Aims**

1. To identify (as soon as possible) learners with SEND and to use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' the differentiated curriculum.
2. To ensure that learners with SEND are able to have experience of all aspects of the curriculum at the appropriate level and will have the opportunity to take part in all aspects of school life to the best of their ability.
3. To ensure that all learners make the best possible progress; monitoring and tracking their progress accordingly.
4. To ensure parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and school.
5. To ensure that learners express their views and are fully involved in decisions which affect their education.
6. To maintain effective partnerships and involve outside agencies when appropriate.
7. To operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
8. To provide support and advice for all staff working with pupils with SEND.

## **Admission Arrangements**

These are in accordance with admission arrangements set out in the Admissions Policy. The school has an inclusive Admissions Policy and caters for the full ability range, subject to the constraints of the current buildings, and takes into account the requirements of the Disability Discrimination Act 2001.

## **The Graduated Approach**

Class teachers are continually aware of children's learning and have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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.

Parents must be involved in the process and it is important that we look at the whole child, considering attendance, punctuality, health and welfare. We also understand that the following factors, although not areas of SEND, could affect a child's learning and rate of progress: EAL, Pupil Premium, Looked After Children, being a child of Servicemen/women.

## **Monitoring**

The SEND process follows a cyclical, graduated approach. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENDCo and a plan of action is agreed. The children will be highlighted and named on teaching and class action plans in order to be more closely monitored.

**Plan**  
**Do**  
**Review**  
**Assess**  
**Plan**

## **Additional Support**

If progress is still not being made, despite careful monitoring and classroom differentiation, there will be a discussion with relevant staff, parents/carers and the child (if appropriate). If it is decided that additional provision is required (above and beyond the classroom teaching), the intervention will be recorded on the Provision Map and the child's progress will continue to be closely monitored.

## **School Support**

If, despite receiving additional support, a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or underlying response behaviours, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Given the above points, there is often the need to make a specific referral to external agencies. These include Educational Psychologists, Speech and Language therapists, Family Link workers, school counsellors, Occupational Therapists and the Social Communication team. The professionals offer advice, guidance and may carry out observations, assessments and offer particular provision. An Individual Learning Plan (ILP) is drawn up by the class teacher and SENDCo, additional support from the SENDCo, TA, or external professional, is timetabled and particular programmes established.

### **Education, Health and Care (EHC) Plan**

Where a child's needs are considerable, long-term and there is little progress following interventions and support from outside agencies, we may apply for the child to be assessed for an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents/carers will be fully involved in the process and have the opportunity to contribute to the reports. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. A formal review of children with a Statement of Special Educational Needs (pre-2014) or an EHC Plan is held annually, or biannually if the child is 5 years old or under.

### **Roles and Responsibilities**

The provision for children with SEND is a whole-school matter and role and responsibilities with regard to SEND are designated in the following way:

#### **Head teacher**

- Allocating roles and responsibilities to staff so that special needs are met.
- Overseeing the management of the SEND.
- (Joint) safe-guarding officer.
- (Joint) designated Looked After Children officer.
- Attending interviews with parents as necessary.

## **Special Education Needs Co-ordinator (SENDCo)**

- Overseeing the day to day operation of the school's SEND policy.
- To lead the annual review of the SEND Policy.
- Co-ordinating and organisation of inclusion provision, including Review Meetings.
- Collation of documentation of all children with special needs, including regularly updating the SEN registers and provision maps.
- Implementing, monitoring and assessing programmes for identified children.
- Liaising with parents to ensure their involvement in additional support and target setting.
- Giving support to staff in the use of Code of Practice procedures.
- Meeting with the SMT on a regular basis to discuss individual pupils, progress data, resources and use of time.
- Working closely with the Headteacher, class teacher, and any outside agency in prioritising children's needs.
- Keeping staff informed of new developments in SEND and organising training where necessary.
- Planning and running meetings with outside agencies.
- Working in conjunction with the class teachers.
- Giving advice on the level of support and on appropriate resources and strategies to support learning.
- Liaising with teachers over the need for a child to participate in intervention programmes.
- Meeting with SEND Governor/s to report on SEND issues on a regular basis.
- Keeping their own skills updated by reading, researching & attending courses.
- Playing a key role in delivering the strategic development of the SEND policy and provision, to keep up to date with the changes in the Code of Practice and plan strategically for its implementation.
- Managing Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) and introduce training linked to the School Improvement Plan.

## **Dyslexia statement**

At Loxwood School, we define dyslexia, in line with the Rose report (2009), as a learning difficulty which primarily affects rapid and fluent word reading. We recognise that dyslexic type difficulties may present a range of barriers to learning, including the development of phonological awareness, verbal memory, working memory and verbal processing.

We are committed to the early identification and support of children with dyslexic type difficulties, and have taken part in the training for the Dyslexia Aware Schools Award to ensure that our school provides a positive and supportive learning environment for children with dyslexic difficulties.

In order to support this, our identification and support of these children falls into the established cycle of Assess-Plan-Do-Review outlined in the Code of Practice for SEND (2014) and ensures that the needs of children identified are primarily met by differentiated classroom teaching.

As difficulties are identified, children are assessed and interventions planned and reviewed within the class action protocol outlined above for all additional needs.

At Loxwood, we offer an inclusive, differentiated curriculum which supports the learning of all children. We ensure that the needs of children with dyslexic type difficulties are met in the following ways:

- Creating classroom environments with appropriate, accessible resources (eg. Dyslexic friendly reading books, reading rulers).
- Ensuring children have access to appropriate support materials and strategies in the classroom to achieve the learning outcomes for their year group.
- Ensuring access to technology to support the development of reading and writing (eg. Wordshark, Clicker 7).
- Offering ongoing professional development to teachers and support staff to update knowledge and support planning for a differentiated, accessible curriculum.

### **Class teacher**

- Teaching the range of pupils within their class effectively across the curriculum areas through differentiated planning and implementation.
- Identifying children who need special education and informing the SENDCo of concerns.
- Putting in place, with the co-operation of the SENDCo, any special arrangements in school to meet children's needs.
- Showing the monitoring and assessment of SEND pupils (and other vulnerable groups) on planning and class action plans.
- Keeping parents informed of the child's progress, any concerns and action to be taken.
- Drawing up and implementing any Individual Education Plans (IEPs) and reviewing them half-terminly, in consultation with the SENDCo and outside agencies where appropriate.
- Informing Teaching Assistants (TAs) of agreed strategies to help particular children and ensure TAs are supporting pupils in their class as directed.

### **Teaching Assistant (TA)**

- Carrying out activities and learning programmes planned by the class teacher and the SENDCo, both in class or by withdrawing small groups/individuals where appropriate.
- Sharing in the assessment and intervention work.
- Keeping records as requested by the class teacher/SENDCo.
- Assisting the class teacher in the implementation of ILPs.
- Attending relevant training for children with SEND where appropriate.

### **The Governing Body**

- Appointing a "responsible person" to act as liaison between the SENDCo and Governing Body; this may be the Headteacher or Governor with responsibility for SEND.
- Having an up-to-date knowledge about the school's SEND provision, including funding.
- Ensuring that the SEND Policy is implemented and that the necessary provision is made for any pupil who has special educational needs.
- Ensuring that the SEND policy is subject to regular monitoring, evaluation and review.

- Reporting annually to parents on the implementation of the school's SEND policy.
- Ensuring that the Code of Practice and Disability Discrimination Act is followed when carrying out their duties towards all pupils with SEND.
- Ensuring that an appropriate proportion of the school's budget is allocated to meet identified individual needs.
- Ensuring that SEND provision is an integral part of the School Improvement Plan.

### **Partnership with Parents and children**

Loxwood School aims to have good and informative relationships with all of our parents and carers. If a child is experiencing difficulties, parents will be informed either at parents' consultations or during informal meetings to discuss the child's progress. This allows any parental concerns to be recorded and acted upon. Parents will be informed if their child is to take part in any intervention and seek their permission to contact outside agencies. Parents can also contribute by ensuring their children attend school regularly, informing the school of any problems/ concerns related to the child/family, supporting the ILP/provision at home where appropriate, attending meetings where their views and comments will be valued, helping their child to cope with school life, e.g. bringing the necessary equipment, supporting the school's homework policy. The school will make appropriate arrangements communicating to parents who may have communication problems.

Loxwood School's Local Offer and SEN Information Report can be found on our website and the school prospectus also contains details of our policy for SEND and the arrangements made for these children in school. A named Governor takes responsibility for SEND and in addition to the Headteacher and SENDCo, is willing to talk to parents.

### **Transition**

#### **Pre-schools**

On joining Loxwood Primary School, any pupil with identified needs will be made known to the SENDCo and their information and provisions will be continued into Foundation Stage/their new class as appropriate. The Reception teacher/leader liaises with feeder settings in order to gather relevant information about children who will be joining our school. On occasions, the SENDCo will visit the settings along with Reception teacher. In addition, pre-school children are invited to spend several sessions in school previous to their statutory entry, when any concerns can be mentioned.

#### **Secondary School**

As pupils on the SEND register progress to Year 7, the SENDCo will liaise with the various receiving schools. The school will ensure that all relevant SEND records are passed on to the secondary school on transfer, the secondary SENDCo will be invited to the Year 6 Annual Review for children with Statements/EHC Plans and a visit is made by the SENDCo of the Weald School to discuss Year 6 pupils with SEND prior to the children transferring. Children with SEND have the opportunity for extra visits to the secondary school as part of their transition plan.

### **Transfer to and from other schools**

Loxwood School will ensure that all relevant SEND records will be transferred when children change schools. If children have transferred from schools within the county, the SEND records are transferred. If children have transferred from out of county, details are transferred on to Additional Support Record documentation.

### **Storing and managing information**

All SEND documents are stored in a locked filing cupboard. All staff are told to read the confidentiality policy and to adhere to this.

### **Evaluation**

SEND provision is regularly monitored and evaluated by pupil, parent, staff and governor views. The success of the education and support given to children with SEND will be evaluated as follows:

- That pupils are being clearly identified with special educational needs as early as possible.
- That teaching follows the 'assess, plan, do, review' format, with pupils being assessed informally and formally and the information is used to devise action and targets (on IEPs where appropriate). Involvement and assessment by outside agencies (e.g. Educational Psychologist) also takes place.
- That the provision made in school matches the needs of the pupils and allows the pupil to make progress.

### **Comments, Compliments and Complaints**

Class teachers at Loxwood School will work closely with parents at all stages in his or her child's education and should always be the first port of call in case of any difficulty. If a parent wishes to make a comment, compliment or complaint about any aspect of provision for their child's needs, in addition to the class teacher, they will need to speak to the SENDCo by contacting our school office and arranging a meeting. The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure, which can be found on the school's website.

This policy should be read in conjunction with the following policies: accessibility, admission, anti-bullying, behaviour, equal opportunities, gifted and talented, home-school agreement, managing medicines in school, teaching and learning, positive restraint. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Reviewed by Mr Oliver Kendall, SENDCo