



The Meadows Primary School

Special Educational Needs and Disability (SEND) Policy

This policy promotes the successful inclusion of pupils with special educational needs and disabilities at The Meadows Primary School. It is in line with the SEND Code of Practice: 0-25 years, January 2015.

At The Meadows Primary School, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need identified in the new Code of Practice.

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Key points of the definition of SEND from the Code of Practice 2015.

Aims and Objectives.

The aims of our SEND policy are:

- to identify and assess pupils with special educational needs and disabilities, as quickly and thoroughly as possible, and ensure that their needs are met.
- to ensure that all pupils join in with all the activities of the school.
- to create a happy, sensitive and secure environment in our school to ensure the most effective learning for all children.

- to ensure that all learners make the best possible progress.
- to monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- to provide for children's individual needs by supporting them in various ways: whole class, small groups, individual, and occasionally by withdrawal if required.
- to ensure full inclusion of pupils with medical conditions in all activities by ensuring consultation with health and social care professionals.
- to ensure that learners express their views and are fully involved in decisions which affect their education.
- to ensure that there is effective communication between parents and school and that they are fully involved in discussions and decisions.
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

The success of the school's SEND policy will be judged against the aims set out above.

The Role of the SENDCo

The Headteacher/SENDCo, Mrs J Simmons, is the overall responsible person for special educational provision. She is also the Designated Teacher with specific Safeguarding responsibility.

The Special Needs and Disabilities Co-ordinator Assistant, Mrs N Richardson, supports Mrs Simmons in coordinating the day to day provision of education for pupils with special educational needs and disabilities.

The SENDCo's responsibility for coordinating SEND provision is:

- To oversee the day to day implementation of the SEND policy.
- To co-ordinate the provision for children with SEND.
- To liaise with and advise fellow teachers.
- To oversee the records of all children with SEND.
- To liaise with parents of children with SEN at least 3 times a year.
- To liaise with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- To liaise with local pre-schools so that support is provided for pupils as they prepare to transfer to our Reception class.
- To assess individuals or groups where necessary.
- To act as a line manager to teaching assistants (TAs).
- To maintain and update the SEND register.

- To maintain and update the medical files.
- To write and review the SEND policy.
- To organise and attend review meetings.
- To liaise with outside agencies including the LAs support and educational psychology services, health and social services and voluntary bodies.
- To identify issues for CPD and resourcing.
- To regularly meet with the head teacher and SEND Governor.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENDCo, SENDCo Assistant and all other members of staff, particularly class teachers and teaching assistants, have important day-to day responsibilities. **All teachers are teachers of children with special educational needs.**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Some children come to school with their special educational needs already identified. The school is also open and responsive to expressions of concern by parents and takes account of any information that they provide about their child.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

Staff identify pupils' needs from their ongoing observation, assessment and record keeping. If a child is not making the expected progress or is having difficulty accessing any part of the curriculum, the class teacher will consult the SENDCo in order to decide whether additional or different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Staff are alert to factors that may have an impact on the progress and attainment of some pupils but they are not always considered as having special educational needs.

- Attendance and punctuality.
- Health and welfare.
- Bereavement.
- Divorce or separation.
- EAL - English as an additional language.
- Being a looked after child.
- Being in receipt of Pupil Premium Grant.
- Disability.

Appropriate provision for a child's short-term needs is put into place in order to prevent problems escalating. Where there are long-lasting difficulties it is then considered whether the child might have SEND.

Supporting Pupils with Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including trips and physical education. Some of these pupils may also have special education needs and will have an Individual Education Plan. However, some may not have SEN and will be supported through a healthcare plan or character profile which will be shared with key staff. Staff are trained by medical professionals in order to support the needs of children and to administer ongoing individually prescribed medication. These children are supported by healthcare plans.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires support over and above that which is normally available within the particular class or subject.

In order to help pupils with special educational needs, The Meadows Primary School will adopt a graduated response in line with the new Code of Practice 2015 - **the Assess-Plan-Do-Review** cycle. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the child. The school will record the steps taken to meet the needs of individuals through the use of an Individual Education Plan (IEP), review IEP sheets and provision maps. The SENDCo and SLT (Senior Leadership Team) will have responsibility for ensuring that records are kept and available when needed. If a child is referred for a statutory assessment/Education Health Care Plan, we will provide the LA with a record of our support for the child to date.

When a concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Specific intervention will be put into place and monitored for up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission and receive additional support through SEND support.

The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's

differentiated curriculum and the child will be given individual targets which will be applied within the classroom.

Individual Education Plans

Each child's IEP will have short-term targets. These targets may be based on specialist teachers' reports and observations carried out during assessments or following discussion in SEND reviews. These targets will be monitored by the class teacher and teaching assistants within the class. They will be reviewed formally with the SENDCo, parent and pupil each term either within formal SEND review meetings or during the Parents Consultation Evenings in October and March.

Reasons a pupil is added to the SEND register may include the fact that he/she:

- Has communication and/or interaction difficulties and continues to make little or no progress.
- 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 literacy or maths skills which result in poor attainment in some curriculum areas.
- Presents persistent social, mental or emotional difficulties which are not improved by the behaviour 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.

Partnership with parents

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have meetings each term to share the progress of special needs children with their parents. We inform parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

In addition to termly meetings, are also welcome to telephone or e mail for additional discussion or to make an appointment.

Information for parents about SEND provision is available on the school website in the SEND Information Report.

Pupils' views

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 they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The Nature of Intervention

The SENDCo and class teacher will decide on the action needed to help the child's progress in the light of earlier assessments. This may include:

- Small group work either within or outside the classroom supported by a teaching assistant or a teacher.
- Individual support either within or outside the classroom supported by a teaching assistant delivering interventions such as Toe by Toe, Word Shark, Clicker and Precision teaching.
- Small group work with the Nurture Staff delivering social skills intervention, using a range of recommended social, emotional and communication programmes.
- 1:1 sessions with the Family Support Worker or Play Therapist supporting a child's emotional needs - bereavement counselling, anger management, raising self-esteem.
- 1:1 sessions with the Specialist Teaching Team to carry out a full learning profile to include assessments such as Dyslexia screening.
- 1:1 sessions with a TA or SENDCo to carry out individualised programmes such as Speech and Language, Physiotherapy, Occupational Therapy.
- Different learning materials or specialist equipment.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and the outcome of any action. Parents will be invited to meet with the class teacher and SENDCo on a termly basis, or more frequent if deemed necessary.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Support from Outside Agencies

The school uses expertise provided by external specialists. These include the Specialist Teacher Team (STT), Educational Psychologist (EP), Speech and Language Therapist (SALT), support from Behaviour Outreach Support Service (BOSS), the Working Together Team and Occupational Therapy and Physiotherapy support. Other services are available to support children with sensory impairments and physical needs.

Outside agencies may become involved if the child:

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at levels substantially below that expected of children of a similar age.
- Has emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. They will speak with staff, observe the child and establish which strategies have already been used and which targets have previously been set.

Parents will be informed if an outside agency is involved and parental consent will be sought. Most outside agencies will meet with parents either prior to or following a visit.

If parents are having difficulty supporting their child at home, we can complete an 'Early Help Assessment' form together (EHA.) This outlines what works well and highlights areas of concern. Sometimes an EHA highlights that a family may benefit from a 'Team Around the Child' (TAC) which involves meetings with outside agencies with the child's interests at the centre.

School Request for Statutory Assessment or Education Health Care Plans

A request will be made by the school to the LA if a child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's

special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

This evidence will include:

- Individual Education Plans including the targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's medical history where appropriate.
- Attainment levels.
- Education and other assessments e.g. from an advisory specialist support teacher or educational psychologist.
- Views of the parent,
- Views of the child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Parents may also make their own referral to the LA for a statutory assessment.

Children with an Education Healthcare plan will be reviewed each term in addition to the statutory annual review.

Admission Arrangements and Special Facilities

The school welcomes all children. The Governing Body do not discriminate against pupils with special educational needs or disabilities and its admissions policy has due regard for the guidance in the Code of Practice.

The school building is accessible to all and has accessible toilets and changing facilities but pupils with physical needs may need extra facilities. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

Staff Development

Staff take advantage of the many opportunities for further training provided within the school and from the LA. During 2018-2020 staff have attended training related to:

- A range of courses led by the WTT and PAACT to support children with social communication differences.
- Social and emotional regulation led by WTT
- ELSA training
- Precision Teaching with STT
- Year 6 Transition
- TAC forums

- LENS Project with peer reviews and support from a Specialist SENCO Partner
- Communication Conference
- Wellbeing and mental health
- SALT

Within School and Cross Phase Liaison

The Reception teacher is in regular contact with staff at local pre-school settings and any children with special needs are monitored carefully and information shared. Consultation between the SENDCo and staff takes place during the Summer Term to ensure a smooth transition into school.

The head teacher and SENDCo share responsibility for ensuring that all staff are aware of children with special needs. Where a whole school strategy is in place for a child, all staff are made aware of their role.

As children move from class to class it is the SENDCo's and class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. All relevant records will transfer with the child. In addition to the usual transfer arrangements, we ensure that the SENDCo from the secondary school is invited to the annual reviews of children with Education Healthcare plans in Year 6. Additional visits are arranged as part of the transition process.

Complaint Procedures

Should there be a query or complaint about SEND provision for an individual child it should be discussed first with the class teacher and/or the SENDCo, then referred to the head teacher and SEND Governor. Parents may also wish to contact the Parent Partnership Service for independent support and advice.

Monitoring and evaluation

The success of our policy is judged by the extent to which it enables our pupils with special educational needs to make the greatest progress possible. Successful individual programmes will result in some children becoming less of a concern and being removed from the SEND register.

The SENDCo, Mrs Simmons, and named governor with responsibility for special needs hold termly meetings and the SENDCo and SENDCo Assistant hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and it will be reviewed in **January 2021**.

Copies of this policy will be made available for parents on request and will be available on the school website. www.themeadows.lincs.sch.uk

Lincolnshire's SEN &D Local Offer

Lincolnshire County Council has published a SEN & D Local Offer that sets out in one place information about the support and services available for children and young people with SEN and disability in Lincolnshire.

www.lincolnshire.gov.uk/localoffer