

# Lea Valley Primary School

## Special Educational Needs Policy



Member of Staff Responsible	Headteacher
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# **1. INTRODUCTION**

We believe that all children have the right to an education which provides them with opportunities and resources that help them reach their full potential.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

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

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We are an inclusive school and we ensure that all pupils achieve their full potential in terms of their social, emotional academic and personal development. This document is intended to give you information regarding the ways in which we ensure that we support all our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

1. A child has SEND if he or she has learning difficulties or disability which calls for special educational provision to be made for him or her.
2. A child has learning difficulties if he or she has:
  - a. A significantly greater difficulty in learning than the majority of others of the same age or
  - b. A disability which prevents or hinders him or her from making use of the facilities of a kind provided for others of the same age in school
3. A child does not have SEND solely because the language in which he or she is taught is different from the language spoken at home.

The following is not considered to be a Special Educational Need, although they may have a significant impact on progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under the current Disability Equality legislation, these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **3. ADMISSION ARRANGEMENTS**

The school has an inclusive policy with regards to pupil admission.

1. Pupils with SEND will be admitted to the school in accordance with the requirements of the 1996 Education Act and Code of Practice (2015). These pupils will be integrated as fully as is appropriate to their individual needs.
2. Pupils with SEND, whether or not they have an Education Health Care Plan, will be treated as fairly as all the other applicants for admission.
3. The school will seek to ensure that all placements are properly planned and that any necessary support is in place to enable the maximum prospects of success.

### **4. IDENTIFICATION, ASSESSMENT AND PROVISION**

1. All pupils are entitled to a balanced and broadly based curriculum as outlined in the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation (Quality First Teaching: Wave 1).
2. We use the recommendations of the Code of Practice for the identification, assessment and provision of SEND.
3. All staff are responsible for identifying pupils with SEND, and the Special Educational Needs Coordinator (SENDCo) will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage.
4. The graduated approach provides the framework within which pupils' needs are identified and assessed and for responses to be agreed and implemented.
5. All children formally identified as having SEND are recorded on the SEND register which is updated termly. Parents are informed if their child is added to the SEND register.

6. Each member of staff within the school has clearly defined roles and responsibilities towards children with SEND and in implementing IEPs. This is reflected in curriculum planning and in the progress assessment procedures used throughout the school.

Each child's progress is monitored termly to ensure progress is being made and any barriers to learning are identified.

## 5. SCHOOL PROVISION (WAVE 1 AND WAVE 2)

Once a child has been identified as having SEND, they are provided with in-school support.

**Wave 1:** this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

**Wave 2:** it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of: a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention d) reviewing the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

## 6. SPECIALIST PROVISION (WAVE 3)

It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan Education, Health and Care (EHC) Plan.

## 7. INDIVIDUAL EDUCATION PLANS

For those pupils with a high level of need, IEPs will be written and reviewed with parents/carers termly. The IEP will set targets for the pupil and will detail:

- the short term targets set for or with the child
- the teaching strategies/arrangements to be used
- the provision to be put in place
- the resources required and the persons involved
- how frequently the targets are to be monitored
- when the plan is to be reviewed and evaluated.

## **8. REVIEWING IEPS**

IEPs should be reviewed, usually termly, and occasionally, more frequently, but at least once every six months and the outcomes recorded and new targets set. At least one review in the year could coincide with a routine Parents' Evening. Reviews need not be formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets. If the child is not involved in the review, his/her ascertainable views should be considered in any discussion.

## **9. EDUCATION HEALTH CARE PLAN NEEDS ASSESSMENT REQUEST (STATUTORY ASSESSMENT)**

A request for a Statutory Assessment can be made independently by the parent, or by another agency which is already involved with the child's development. When a Statutory Assessment takes place, the authorities may consider it necessary to determine the special education provision for the child. If this is the case, the authorities prepare an Education, Health and Care (EHC) Plan. The school and the child's parents receive a copy of the Draft EHC for consultation.

At this stage the parents may express a preference for their child to attend a maintained school. A SEN Caseworker, employed by the education authorities, consults and advises parents about this decision-making process and how to express their preference. All children with an EHC Plan are supported with an IEP. The school prepares a programme of support, which is in keeping with the guidance and strategies set in the child's Statement of Special Educational Needs.

An Annual Review is held to assess the child's progress towards achieving the learning objectives set in his/her Statement. If there is a significant change in the child's special educational needs, the Annual Review meeting is brought forward, to decide whether or not, the provision specified in the EHC Plan is still appropriate.

## **10. ROLE OF GOVERNORS**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has SEND, those needs are made known to all those who are likely to teach the child concerned.
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEND.
- Have regard to the special needs code of practise when carrying out their duties toward all pupils with SEND.
- Ensure that parents are notified by the school that their child has SEND.

## **11. ROLE OF THE HEADTEACHER**

The Headteacher will:

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

## **12. ROLE OF CLASS TEACHERS AND STAFF**

Each class teacher is responsible for:

- Quality First Teaching.
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Current SENDCO is undertaking NASENCO Award training.

## **13. COMPLAINTS ABOUT SEND PROVISION**

Complaints about SEND provision in our school should be made to the 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

## **14. LINKS WITH OTHER MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS**

1. The school liaises with other local primary and secondary schools as well as special schools in order to keep abreast of information regarding provision made in those schools as well as SEND developments generally.
2. The SENDCo regularly attends meetings and conferences organised for all SENDCo's in the LEA and these are a valuable source of information.
3. The records of all pupils transferring to other schools will be passed on promptly to the receiving school along with any other information which would appropriately support the new placements. In addition, the SENDCo liaises with the SEND staff of secondary schools to ensure that the year 6/7 transfer of SEND pupils is as smooth as possible and that the pupil's needs continue to be met.
4. Parents are entitled to have access to any such records of information.

## **15. LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICE AND ANY VOLUNTARY ORGANISATION**

1. The school has links with these bodies with regard to individual pupils as well as to planning provision made in the school generally. Wherever possible, we try to prevent difficulties occurring, and seek the advice of these services and organisations at the earliest stage possible regarding any cause for concern.
2. We have regular contact with an allocated Educational Welfare Officer (EWO) and s/he works in partnership with the school in promoting good attendance and punctuality and



is alerted to possible difficulties at an early stage. S/he also provides a valuable link with parents on such issues.

3. Individual concerns about the health of pupils are discussed with the school nurse and s/he is involved in planning provision for, and responding to, concerns about such pupils whenever this is appropriate.
4. The school also has links with local hospitals who submit medical reports on pupils we are concerned about and have referred to them. They also provide an occupational therapy and physiotherapy service, when available.
5. With pupils who are involved with the Social Services, the school seeks to work in partnership with allocated social workers by exchanging information, preparing reports, attending case conferences where possible, or any other ways which are helpful to the process for the individual pupil. Any issue of child protection will be dealt with in accordance with LEA guidelines.