

Special Educational Needs and/or Disability (SEND) Policy



Aspire to achieve...

SENCO – Mrs C.Jones

1 Introduction

- 1.1 This policy was reviewed and updated in March 2020
- 1.2 We have a duty to provide appropriate SEND provision for children in order to meet their needs. It is also our duty to make reasonable adjustments for disabled children, to support medical conditions and to inform parents and young people if SEN provision is made for them.
We believe it is our responsibility to publish all details of the SEND provision that we have available in our Local Offer report which can be found on our website www.laceygreen.cheshire.sch.uk and to work with the Local Authority in compiling and reviewing their Local Offer
- 1.2 Lacey Green Primary Academy provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.
- To create an environment that meets the special educational needs of each child.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

3 Educational inclusion

3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language, English and mathematics;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

3.3 Admission arrangements for children with SEN:

- Lacey Green Primary Academy strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the Academy's admission policy. Our Admissions Policy can be found on our website www.laceygreen.cheshire.sch.uk

4 Special educational needs

- 4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
 - they are under school age and fall within the definitions above.

4.2 Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

4.3 When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

4.3 We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

4.4 It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

4.5 We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

4.6 We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

4.7 Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed both informally and

formally when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

- 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.
- 4.8 School will ensure that the Code of Practice is adhered to and that First Concerns and SEN Support are implemented in line with the Cheshire East Toolkit for SEND. In most cases, we will record the strategies used to support the child within either a First Concerns Profile or an SEN Support Plan. These will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.5 If the SEN Support Plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In some cases, children will be seen in school by external support services. This may lead to additional or different strategies to those already in place. External support services will provide information for the child's new plan. The new strategies within the SEN Support Plan will, wherever possible, be implemented in the child's normal classroom setting.
- 4.6 If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.
- 4.7 In our school the SENCO
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manage the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision;
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - contributes to the professional development of all staff.

5 The Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator (SENCo);
- responsibility for ensuring the Special Needs Co-ordinator has received approved training in Special Educational Needs Co-ordination;
- responsibility for ensuring the Special Needs Co-ordinator, if applicable, is allocated time to undertake the demanding role of SENCO;
- delegated powers and responsibilities to the Principal to ensure all school personnel and visitors to the school are aware of and comply with this policy;

- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose Education, Health and Care Plan (EHCP) names the school;
- responsibility for publishing a SEND information report;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring required policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Principal / SENCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

6 The Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - school personnel have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - the pupil tracking system is effective

- annually report to the Governing Body on the success and development of this policy.

7 The Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHCPs). In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

8 The Role of the Special Needs Co-ordinator (SENCo)

The SENCO will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- oversee the day to day provision for pupils with SEND within the school including those with education, health and care plans (EHCPs);
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key staff to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of teaching assistants (TAs);
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- provide information for the SEND Information Report;
- review and monitor;

- annually report to the Governing Body on the success and development of SEN

9 The Role of the Class Teachers

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiated;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCo of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- identify any additional training needs they require;

10 The Role of Teaching Assistants (TA's)

Teaching assistants will:

- work closely with the SENCo and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the planning and preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENCO;
- attend appropriate training;
- suggest training needs

11 Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils
- to be aware of their child's targets and their progress towards them;
- to attend and take part in annual reviews

12 Role and Rights of Pupils

We encourage pupils with special educational needs or disabilities to understand their rights and to take part in (depending on age and maturity):

- assessing their needs;
- setting learning targets;
- the annual review.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The LA seeks a range of advice before issuing an Education Health Care Plan. The needs of the child are considered to be paramount in this.

8 Access to the Curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, children to work in small groups, or in a one-to-one situation outside the classroom with a teacher or teaching assistant.

9 Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs. For further details please see our Policy – 'Supporting

10 Partnership with parents

- 10.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 10.2 A named governor takes a special interest in special needs and is always willing to talk to parents.
- 10.3 We have meetings when required to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

11 Reviews

Policy Reviewed / Updated: March 2020

This policy will be reviewed and updated when any new guidelines and legislation are issued by any relevant bodies or where the Academy feels it is necessary.