



At Lakes Primary School, we aim to provide a positive learning experience for every individual, which ensures that everyone achieves beyond their ambition. We take pride in the fact that our pupils are nurtured in a safe, enjoyable, respectful learning environment, which promotes self belief, confidence and resilience, because everyone in our school matters.

Policy on Special Educational Needs and Disabilities (SEND)

This policy has been written to reflect the reforms regarding the way provision or support is made for children and young people with special educational needs and/or disabilities in England. The Children and Families Act 2014 (enacted on March 14th 2014) came into force on the 1st September 2014. A new SEN code of Practice accompanies this legislation.

It has been written by the School SENCO (Special Educational Needs Coordinator) in consultation with the SEND Governor, Senior Leadership Team (SLT) school staff and families.

Head Teacher	
SEND advocate on the SLT	Mrs J. Madden
Deputy Head Teacher	
Wellbeing Lead	Miss L Furness
SENCO (with NASENCo award)	Mrs L. Handley
SEND Governor	Mr V. Peel

This policy will be reviewed annually.

Written May 2015

Last Reviewed and Amended May 2019

Next Review Due May 2020

The main features of the SEN Code of Practice (2014) are:

- The Code of Practice (2014) now covers the 0-25 age range;
- There is a clearer focus on the views of children and young people and on their role in decision-making;
- SEN Support (also known as the 'Single Category') will replace School Action and School Action Plus as the new school and early years based category for additional support for children with special educational needs
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process is carried out and a new 0-25 Education, Health and Care Plan (EHCP) is written. EHCP's replace statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support pupils and students should receive in education and training settings;
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs and disabilities of each child;
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
- To enable all children to have full access to all elements of the school curriculum;
- 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.

Introduction

Lakes Primary 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. Every teacher is responsible for every child in their class, including those with SEN. Some children have barriers to learning that mean they have special needs and disabilities and require particular action by the school. Teachers take account of these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Identification of SEN

All children are assessed when they enter 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. Where it is determined that a child does have SEN, parents will be formally advised and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put into place and so remove any barriers to learning.

Definition of special educational needs (SEN) taken from section 20 of The Children and Families Act 2014 states:

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 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 him or her from making use of 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 learning difficulty or disability if he or she falls in the definition at (a) or (b) or would be likely to if no special educational provision were made.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

According to The DfE, Special educational needs and provision can be considered as falling under four broad areas.

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Children may have special educational needs and disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child and is in accordance with the SEN Code of Practice (2014).

The Disability Discrimination Act (2005) identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs. This policy should be read in conjunction with our access policy.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. More information can be found in our school Accessibility Policy and our Equality and Diversity Policy.

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

Provision

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. This level of support is called 'in school SEN Support'. We have a range of expertise and resources available to utilise in school which are explained in more detail in our SEN information report which is reviewed annually and available on our website and on the Redcar and Cleveland Local Offer website. 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 and quality first teaching. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs & Disabilities Coordinator (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.

We will record, during a Structured Conversation twice a year, the strategies used to support the child in a school SEN Support Plan (School SSP). Structured conversations follow the cycle of plan, assess, do, review. These will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the outcomes of the previous plan and the date for the plan to be reviewed again. If the review identifies that support is needed from outside services, we will consult parents prior to any support being sought. This enhanced level of support is called 'additional SEN Support'. External support services will provide information for the child's new School SSP. The new strategies will, wherever possible, be implemented within the child's normal classroom setting. Children may also need to access alternative provision e.g. ELSA or LINK support work outside of the classroom or attendance at an off site support base.

Specialist services and expertise provided or available to be accessed by the school

- Learning Intervention Groups
- School Counsellor
- Emotional Support Assistant (ELSA)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Specialist Teaching Service (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Specialist Teaching Service for ASC including Early Bird Courses (autism support)
- School Nurse

- Occupational Therapy
- Physiotherapy
- Epilepsy Team
- Diabetes Team
- Speech and Language Therapy
- The LINK CIC
- CAMHS (Child and adolescent mental health services)
- Early Help Team (via EHA)

A multi agency approach is adopted to ensure that children's needs are met holistically. Multi agency meetings or child well being meetings are usually supported by the use of an Early Help Assessment (EHA). If the child continues to demonstrate a significant cause for concern, despite intervention and support provided, a Higher Needs Funding referral can be submitted to the Local Authority to request top up funding for additional support if the SEN notional budget has already been spent. This would need to be submitted annually and moderated. A request for statutory assessment can be made to the local authority (LA) with a referral for an Education and Health Care Plan (EHCP) where a change of provision is required or for more complex needs.

The application for an Education, Health Care Plan can be submitted by Education settings, Health professionals, Social Care or directly by parents and will combine information from a variety of sources including:

- Parents and children
- Teachers
- SENCO/Head Teacher
- Educational Psychologist
- Speech and Language Team
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a Multi Agency Education, Health and Care Panel (MAEHCP) who are a group of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Partnership with Parents

Our school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. We have regular meetings each term to share the progress of children, with special educational needs and/or disability, with their parents/carers. We liaise with parents/carers before seeking support from any outside agencies and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

The Redcar and Cleveland Local Offer is a website within the Peoples Information Network which provides information, advice and guidance about the range of services available to children and young people with SEND and their families. As well as a directory of services, there is also information about the new SEND reforms including the single EHC plans and processes, and personal budgets. It can be accessed on line at:

<http://www.peoplesinfont.org.uk/kb5/redcar/directory/localoffer.page>

To see our school SEN offer (SEN information report) please access our school website or contact the school for a paper copy.

Monitoring and Review

Reviews of learning and progress take place 3 times a year. During the Autumn and Spring Terms it is within teams, lead by the SENCO and the head teacher and/or the Assessment Coordinator/Deputy Head. Summer Term review is within teams, supported by the SENCO and includes a review of SEND ranges and data is reviewed by the Senior Leadership Team (SLT). Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Costed Provision maps are written yearly for children with an EHCP or Higher Needs Funding. CPOM is used to record and indicates the interventions and resources/additional services provided for each child with a SEN file. Interventions are impact reviewed half termly/termly by staff who lead them alongside teachers and key stage leaders, with support from the SENCO. The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in writing School SEN Support Plans for children and with making referrals to outside agencies. The SENCO liaises with outside agencies for regular updates on pupils involved. The Deputy Head liaises with the School Counsellor, ELSA and CAMHS for regular updates and takes the lead with Behaviour and wellbeing. SEND expectations for staff are

reviewed annually by the SENCO and issued to all teaching staff in September each year.

The Role of the Governors

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The SEND governor (Mr Vince Peel) ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The SENCO will keep the SEND governor updated on SEN issues and invite them to attend regular SEN Reviews with teaching staff throughout the year.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Admission Arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all children are in accordance with national legislation including the Equality Act 2010. These include children with any degree of SEN, those with Educational Health Care Plans (or statements) and those without.

Please access any other policies mentioned in this policy via our school website <http://www.lakesprimaryschool.co.uk> or contact the school office on 01642 485894 to request paper copies (a small admin fee may apply).