



At Lakes Primary School, we are determined to provide a positive learning experience for our pupils which encourages them to be the very best versions of themselves and to shine bright. We take pride in our safe, nurturing, and positive learning environments, which enable a fully inclusive education for every pupil.

Policy on Special Educational Needs and Disabilities (SEND)

Head Teacher & DSL	Mrs Helen Ede
Assistant Head Teacher & DDSL	Mrs Sarah Jordan
SENCO (with NASENCo award)	Mrs Lisa Handley
Mental Health & Wellbeing Lead	Mrs Ruth Arnott
SEND Governors	Elizabeth Kemp Rachael Smith

This policy will be reviewed annually. Next Due: January 2027

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information Report Regulations 2014.
- Teachers Standards 2012

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



Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

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 them 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 special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs and disabilities of each child and enables them to achieve their best.
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for as early as possible.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that that there is careful monitoring and assessment of pupils throughout their time at the school.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities and make clear the expectations of all partners in the process.
- To enable all children to have full access to all elements of the school curriculum with inclusion at the heart of all we do.
- To work with parents to gain a better understanding of their child and actively involve them in supporting all stages of their child's education.
- To ensure that our children have a voice and participate in the process of information gathering and reviewing progress.

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.

As defined by the DfE, Special educational needs and provision can be considered within 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. Children with medical needs will have a school health care plan in place. 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. 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, ordinarily available provision and quality first teaching. The class teacher will keep parents informed and talk with them to gather additional information. The Special Educational Needs & Disabilities Coordinator (SENCO), will become further involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then support the teacher in further assessments of the child's needs and liaise with additional agencies if required.

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) or a Sen Support Plan Plus (SSP+) if Higher Needs Funding is required. SEN Support Plans 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 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. counselling or SALT sessions 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 and Inside Out
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Specialist Teaching Service for learning (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Specialist Teaching Service for ASC (autism support)
- Specialist Teaching Service for SEMH
- The Inclusion Support Team
- School Nurse/Health Visitors
- 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) and Family Hub
- Portage and EYFS SEN Team

- Family Support Services by Daisy Chain
- Independent Travel Support Service
- National Youth Advocacy Service (NYAS) and Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

A multi agency approach is adopted to ensure that children's needs are met holistically. Multi Agency meetings or Team Around the Family (TAF)/Child Wellbeing 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, and they meet the SEND Ranges criteria at Range 4.1 with the costed provision map corresponding a spend to that level or above, a Higher Needs Funding referral can be submitted to the Local Authority to request top up funding for additional support above the SEN notional budget cost. This would need to be submitted annually and moderated.

The SEN and Disability Code of Practice 2015 (the Code), states at paragraph 9.14 that "the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress" then they should carry out an Education and Health Care (EHC) needs assessment.

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, Social Care and 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.

Monitoring and Review

Reviews of learning and progress for all pupils (pupil progress meetings) take place 3 times a year. During the Autumn, Spring and Summer Terms and they are with class teachers, lead by the Head. SEND Reviews take place during the Autumn and Spring Terms with class teachers and the SENCO and then the Summer Term review is within teams and includes a review of SEND ranges supported by the SENCO. Data is reviewed termly by the Head and teachers and yearly results by the Senior Leadership Team (SLT). Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Individual Costed Provision maps are written for children with an EHCP, or those we are requesting Higher Needs Funding for.

Sen Support Plans record the interventions and resources/additional services provided for each child on the SEN Register with a SEN file.

CPOM is used to record and store SEN information on individuals. Interventions are impact reviewed half termly/termly by staff who lead them alongside teachers and key stage leaders, with support from the SENCO.

Pupils regularly reflect on their learning and next steps in lessons and are facilitated to do this by their teachers and support staff.

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and the SEN Governor with regular updates after reviews. 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 and shares these with staff. The SENCO updates the SEN Governor at intervals throughout the year, either face to face during school visits or by emailing information and also attends any Governor meetings pertaining to SEN.

The Assistant Head liaises with the School Counsellor and Inside Out. The Mental Health and Wellbeing Lead monitors and reviews mental health and wellbeing within the school and liaises with agencies who support in this area.

SEND expectations for staff are reviewed annually by the SENCO and issued to all teaching staff at the beginning of each academic year.

Roles and Responsibilities

Class teachers are responsible for providing for any special educational needs of children in their class. They do this with support from the SENCO, teaching support staff, Team Leaders, Head/Assistant Head Teacher, the Local Education Authority, Health & Social Services and any outside agencies.

Class Teacher

- Identifies children with learning difficulties in the class she/he teaches, with support from their Team Leader and SENCO.
- Plans accessible progressive work for pupils that allows them to fulfil their learning potential.
- Liaises with the SENCO, other professionals and agencies regarding strategies and ideas.
- Directs support from teaching assistants.
- Develops effective relationships with parents.
- Assesses pupil's progress and encourages children to be active learners, celebrating their achievements and helping them to think about their next steps.
- Sets targets/desired outcomes in consultation with parents.
- Keeps parents informed of pupil's progress.
- Works with the SENCO, to identify their own training needs around SEN.

SENCO

- Oversee the day to day operation of the School's SEN policy.
- Are available to meet parents/carers of SEN children during the academic year.
- Liaise with other professionals and outside agencies.
- Liaise with and advise school staff.
- Maintain the school SEN register, SEN Policy, SEN school information report and involvement in strategic planning for SEN provision within the School Improvement Plan.
- Monitor and evaluate the Special Educational Needs provision.
- Coordinate provision for children with SEND.
- Oversee the records of children with SEND.
- Organise and deliver staff training for SEND.
- Build and maintain a bank of useful resources, available physically or on the staff shared drive, to support staff regarding specific areas of SEND identified in our school.

- Liaise with other schools to ensure the smooth transition of pupils with SEND. This includes organising enhanced transition where required.
- Work alongside Trust SENCOs to improve SEN provision and knowledge across all of our schools.
- Liaise with the nominated school SEN Governor and report, when necessary, to the governing body.

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 governing body reviews this policy annually.
- The Head and SEND governor 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 SEN learning walks, book looks, etc. and events in school throughout the year.

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 which provides information, advice and guidance about the range of services available to children and young people with SEND and their families. It can be accessed on line at: <https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send>

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

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 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.