



Little Leigh Primary School

Special Educational Needs and Disabilities (SEND) Policy



COMPLIANCE

Little Leigh Primary School SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (January 2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Teachers Standards 2012

This policy was created by the school's Co-ordinator (SENDCo) with the SEN Local Academy Board Member (LAB) in liaison with the Senior Leadership Team (SLT), staff and parents of pupils with SEND - refer to co-producing policy in the spirit of current reform.

Jodi Lloyd, the SENDCo, is the person responsible for managing our settings response to the provision we make for children and young people with SEND and is a member of the SLT

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The SENCo provides professional guidance to colleagues and works closely with staff, parents and outside agencies. Every teacher is a teacher of every child or young person including those with SEN.

The policy was developed by the Head of School and SENDCo, following NASEN guidelines and policy outline. It is available to view on the school website for parents, families and other stakeholders to share.

The school is a member of Create Learning Trust as an academy school (since October 2019). The school is located in a semi-rural area of mixed housing. It is an average sized primary school, NOR now stands at 170 and mobility within the school is broadly in line with national trends and where families do leave, it is because of professional commitments.

Attainment on Entry to the Reception Class is generally at typical levels of development although there are times when we have children starting school with identified needs and support e.g. by the Speech and Language team, behavioural teams or with specific medical needs. Our entry data in the Early Years show the children enter Little Leigh Primary School at a broadly average position in most areas of learning and slightly below in the minority of cases. Our children tend to come from a variety of local pre-school settings, which can cause some irregularities in assessments during the transition period from pre-school to school. The Early Years team continues to ensure the transition from pre-school is as smooth as possible with a number of visits throughout the summer term.

Few of our families are classed as disadvantaged (in receipt of pupil premium) and so this category stands at approximately 7%.

AIM (THE LONGER VIEW)

This SEN/D policy details how Little Leigh Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who teach them. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs.

At Little Leigh Primary School, we aim to raise the aspirations and expectations for all pupils with SEN, and provide a focus on outcomes for children and young people and not just hours of provision/support. We recognise that the teacher in the classroom will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.

The staff and LAB members of Little Leigh Primary School will endeavour to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of SEN/D students requires partnership working between all those involved – Local Authority, Trust, school, parents/carers, students, children’s services and all other agencies.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a (SENDCo) who will work with the SEN Policy
5. To provide support and advice for all staff working with special educational needs pupils
6. Ensure that the notional funding (Element 2 funding) provided for SEND is used to deliver the necessary provision for any pupil who has SEND
7. Ensure all parents/carers and pupils are part of the identification and provision mapping process.
8. Ensure that parents/carers have knowledge about the SEND provision that the school makes, is able to make their views known about how their child is educated and have access to information, support and advice regarding their child’s SEND.
9. Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEN
10. Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND
11. Have a written SEND policy containing the information as set out in the Special educational needs and disability code of practice 0-25 years January 2015, the school prospectus, including the name of the person responsible for coordinating SEND provision.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from differentiated curriculum plans. Little Leigh Primary School regards students as having a SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided

The SEND Code of Practice refers to 4 areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that can be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Little Leigh Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations. Pre and post intervention checks are carried out to ensure the impact is effective. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.

Other factors which may also impact on progress and attainment include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

See SEN Identification and Procedure Flow Chart and ELSA Support Request Flow Chart – Appendix A and B respectively

SECTION 4: A Graduated Approach to SEN Support

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils where necessary, 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.
- At Little Leigh Primary School, the SLT regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- In order to decide whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals.
- We work closely with the following to support our children's needs:
All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including the Autism Team, behaviour consultant, CAMHS and the Educational Psychology services.

To decide whether to place pupils on the register, we take steps as a school in applying the **ASSESS – PLAN – DO – REVIEW** cycle.

- Children identified as benefitting from additional support or interventions are monitored against the targets set termly and their progress is analysed termly against these targets and, where appropriate, national expectations.
- The class teacher and the SENDCo are responsible for starting and maintaining a Pupil Profile for the child. These are living records which tell us exactly what needs have been identified and how to remove key barriers to learning effectively.
- There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. Support is provided by the SENDCo where necessary.
- Pre and post intervention checks are carried out to ensure the impact is effective. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.
- Level of provision is decided by the class teacher, SENCo and SLT.
- If additional advice and support is needed from outside agencies, such as Educational Psychologist, Autism Team etc, the SENDCo and teacher will meet with the parents to discuss this and gain the relevant permission. Outside agencies are then contacted through the SENDCo and referral documentation completed. All further arrangements are negotiated between SENDCo, class teacher, parents and the agency representative.
- In very few cases, if a young person continues to demonstrate significant cause for concern despite interventions carried out and recommendations from outside agencies detailed in the Pupil Profile, a request may be made to the LA for Statutory Assessment. This will decide the nature of the provision necessary to meet the young person's SEN/D. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Cheshire West Access and Monitoring team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence through the completed Pupil Profile to the LEA detailing:
 - the school's action through identifying additional needs
 - records of regular reviews and their outcomes
 - the pupil's health including the pupil's medical history where relevant
 - National Curriculum level attainments in literacy and mathematics

- educational and other assessments, for example from a specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals for example involvement by the education welfare service.
- Parents/carers are actively encouraged to be partners in their child's education through; informal discussions with the class teacher, SENCO, telephone contact, home/school diaries, Pupil Profile discussions, progress reviews and yearly written reports.

Element 1 Core education funding	Mainstream per pupil funding (AWPU)	School budget
Element 2 Additional support funding	£6,000 for additional support required by a pupil with high needs	School notional SEN budget
Element 3 Top up funding	Top up funding from the commissioning local authority to meet the needs of pupils with high needs in addition to element 1 and 2	Local Authority central budget

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

As the Pupil Profiles are reviewed termly, if a child has made sufficient progress in their particular need that they no longer require a Pupil Profile, the class teacher and SENDCo will discuss this and decide if the child is ready to come off the SEND register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Our SEND information report, which is part of the Cheshire West and Chester Local Offer for learners with Special Educational Needs (SEND), can be found on the school website. If you have specific questions about the Cheshire West and Chester Local Offer please look at the CWAC website.

The School admits children with SEND where their learning difficulty or disability can be catered for within the mainstream setting. We have due regard for the practice advocated in the Code of Practice, in that schools:

- Must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admission criteria as part of normal admissions procedures
- Must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- Must not refuse to admit a child on the grounds that they do not have an EHC plan

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- 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.
- Our arrangements in school to support pupils with medical conditions can be found in detail in the school's Policy for Supporting Pupils with Medical Conditions.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND

At Little Leigh Primary School, the SLT regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

SECTION 9: TRAINING AND RESOURCES

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These may be identified by the SLT or SENDCo, or may be requested by individual staff.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- Specific training has been undertaken for TAs who work 1:1 with children with specific needs – e.g termly sessions provided by the Autism team.
- Our teaching assistants also have a range of expertise including programmes such as: Reading Recovery, Fischer Family Trust intervention [FFT], Wave 3 maths, dyslexia support, and behaviour support. This is not an exclusive list and ongoing professional development is key to ensuring all staff remain updated and skilled.
- The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

The Local Academy Board (LAB) have responsibility for the strategic overview of and the implementation of the SEN Policy. The day-to-day management and organisation of SEND at Little Leigh Primary School is the responsibility of the Head of School and SENCo. LAB members will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All LAB members, especially the SEN LAB D provision.

- Role of SEND Teaching Assistants is managed by the Head of School and deputy head.
- Mrs Toni, Head of School has specific Safeguarding responsibility
- The Head of School is responsible for managing PPG/LAC funding
- Miss Jodi Lloyd is responsible for managing the schools responsibility for meeting the medical needs of pupils

The Local Academy Board and Create Learning Trust

Create Learning Trust and Little Leigh Primary School LAB have a statutory duty towards pupils with SEND and will follow the guidance as set out in the Code of Practice 2015. Information about the implementation of the governing body's policy for pupils with SEND is summarised in the school's contribution to the Local Authority's Local Offer which can be accessed via the school website. This information is updated annually. This policy document is also available via the website. The LAB's responsibilities to pupils with SEND include:

- Ensuring provision of a high standard is made for SEND pupils;
- Ensuring that pupils with SEN/D are fully involved in school activities;
- Having regard to the Code of Practice when carrying out these responsibilities;
- Being involved in developing and subsequently reviewing the SEND policy.

The Head of School

The Head of School has responsibility for:

- Management of all aspects of the school including SEND provision;
- Keeping the Governing Body fully informed about SEND within the school;
- Working closely with the SENDCo; and
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

The Special Educational Needs and Disabilities Coordinator SENDCo

The SENDCo has a fundamental role to play in the process of providing for the child's needs. It is her responsibility to ensure that the School's Policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEND is employed correctly and to monitor and evaluate the School's provision. Specific responsibilities include

- Coordinate the day to day provision for SEND children
- Review the SEND and intervention registers regularly.
- Regularly monitor/update the provision map to enable identification of support provided throughout the school
- Liaise with and give advice to fellow teachers
- Oversee records of children with SEND
- Liaise with parents
- Make a contribution to training
- Liaise with external agencies, Local Authority support services, health and social services and voluntary bodies

Class Teachers

A whole school approach is fundamental to our Policy for children with SEND. Our staff work together to develop and review our procedures for identifying, assessing and making provision for pupils with SEND. Class Teachers will be involved in close liaison with parents and carers, and when targets on the Individual Education Plan or Individual Behaviour Plan sections of the Pupil Profile are class based, the teacher will lead discussions, with the SENDCo as support. It is important to remember that even for children with full time teaching assistant support, the class teacher has ultimate responsibility for that child's learning and progress. The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- To identify children who are experiencing difficulty in making adequate progress;
- To differentiate within the classroom and to provide appropriate opportunities and resources;
- To monitor and record the progress of the child as an on-going process;
- To develop Individual Education Plans for SEND pupils in collaboration with the SENDCo, where necessary;
- To inform parents of areas of concern and to seek support from parents; and
- At the early stage of identification, to liaise with the SENDCo to ensure appropriate provision is available for the child.

Teaching Assistants

Teaching Assistants have a crucial role to play in SEND provision within School. They will deliver programmes of work, generally in literacy, mathematics or speech, language and communication to groups of children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers should always involve Teaching Assistants in the planning process. Teaching Assistants should be informed of learning objectives for each activity, the needs of individual children in the group and their targets as identified on their Individual Education Plans. It is the responsibility of the Teaching Assistant to provide oral feedback to the class teacher on the progress of individual children.

Parents

Partnership with parents plays a vital role in enabling all children to achieve their potential. The school acknowledges that parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. They also provide a valuable source of support for their child's learning at home. All parents of children with special needs will be treated as partners and encouraged to play an active role in their child's education.

- Parents can contact the SENDCo directly and are encouraged to do so
- Parents are encouraged to give their support and comments to the Plan, Do, Review cycle
- Parents are encouraged to give support at home whenever possible with the emphasis on raising self-esteem

SECTION 11: STORING AND MANAGING INFORMATION

All confidential SEND records are stored within the school in a locked cupboard. They follow the child to their transferring school.

Section 12: DISABILITY

At Little Leigh Primary, we will make reasonable adjustments for any disabled child joining our school, to ensure they are not put at any form of disadvantage. Dependent on the disability, we will communicate and

work with parents, health practitioners and any other agency who will advise us to make the best possible adjustments to our environment. At Little Leigh Primary, we have a duty to prevent discrimination and promote equality for all.

SECTION 12: ACCESSIBILITY

Details about accessibility can be found in the School's Accessibility Plan.

The building is fully accessible. The school is one level with easy access and double doors

There is a disabled toilet.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with special educational needs and/or disabilities.

Extra-curricular activities are accessible for children with special educational needs and/or disabilities.

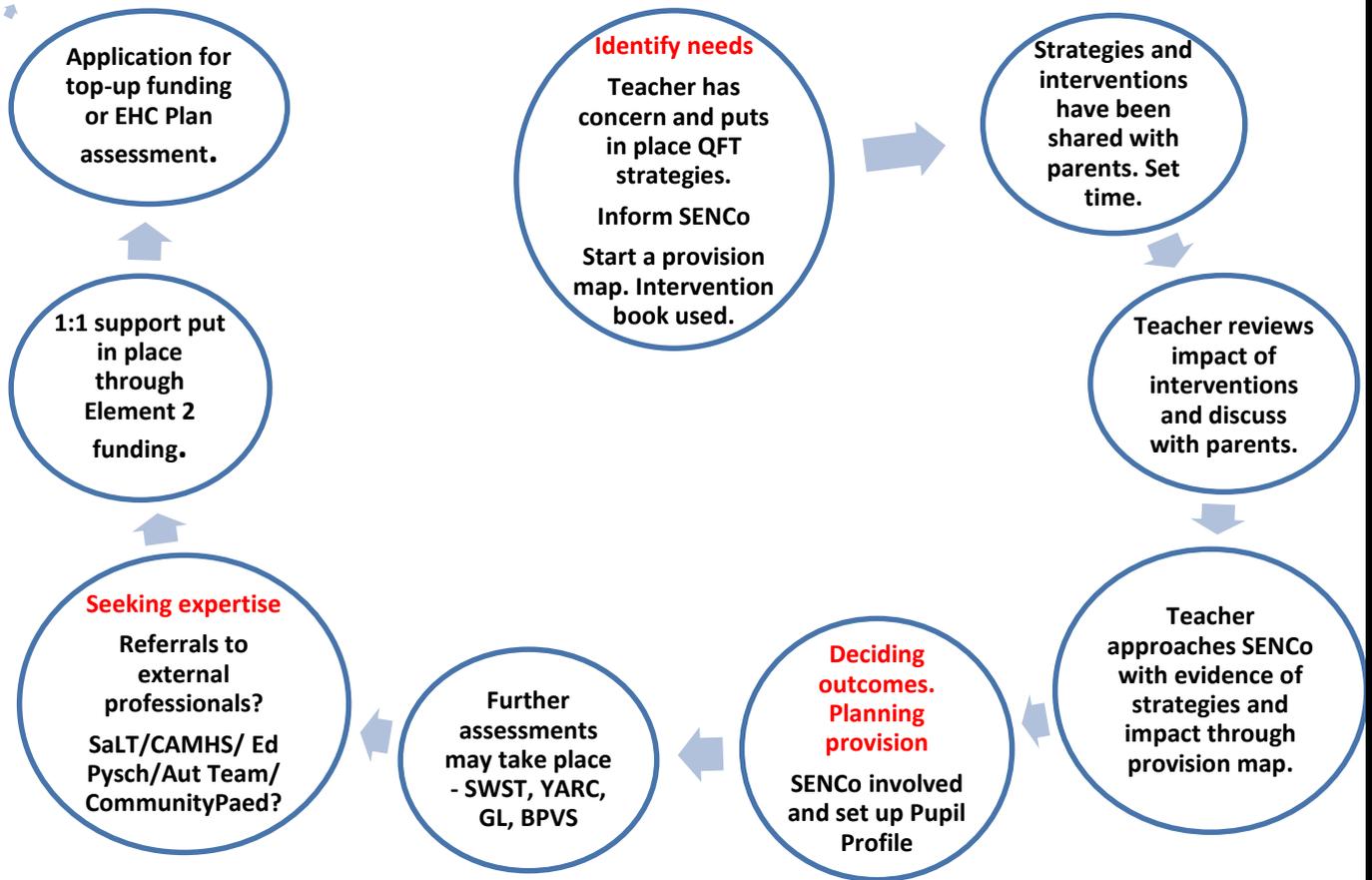
Parents can contact any member of staff via the school office, the school website or by email. The details of specific SEN contacts are on the school website.

SECTION 13 : DEALING WITH COMPLAINTS

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the class teacher or the SENDCo. If this does not resolve the issue, it can be referred to the Head of School who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached, the matter will be referred to the Governing Body who will respond to the issue within an agreed time scale. See School Complaints Policy for further details.

SECTION 15: REVIEWING THE POLICY

The SEN policy will be reviewed annually



Appendix 1

