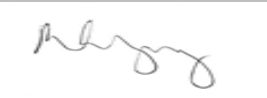
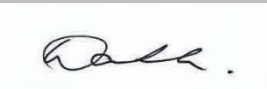




## Special Education Needs and Disabilities

**Author / staff lead: Mr R Jenkins** (National Award for SEN 2014)

**Abstract:** This policy sets out Lent Rise School's commitment to and methods for supporting children with Special Educational Needs and Disabilities.

Approved by:	Mrs M Young Chair of Governors	
Approved by:	Mrs J Watson Headteacher	
Last reviewed on:	01/09/2024	
Next review due by:	31/08/2025	
Policy number:	LRS0011	

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25, January 2015. 3.66:

It 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
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)
- This policy was created by the school's SENDCOs with the SEND Governor in liaison with the SLT, all staff and parents/carers of pupils with SEND.

## **Introduction**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **Mission Statement**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

## **Special Educational Needs**

## **Definitions**

We have agreed to the definition of Special Educational Needs (SEN) as stated in the Special Education Needs and Disability Code of Practice: 0 – 25 years (DfE 2015).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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. (Section 312, 1996 Education Act). Special educational provision is described as:

- Educational provision that is additional to or different from high quality teaching that is differentiated and personalised. High quality teaching will meet the individual needs or the majority of children and young people.
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Also covered by this policy is the definition of disability as set out in the Equality Act (2010). 'A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.'

### **A Graduated Approach to SEND Support**

The Special Needs Register is kept and maintained by the SENDCO. It shows any change of status and is a precise record of the number of children at each stage.

Once a child is identified as having special educational needs, they are VERY closely monitored throughout their years at Lent Rise School.

The criteria for 'entering' a pupil on the SEND record may include;

- Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching)

- The class 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 work for individual pupils, is the first step in responding to pupils who have or may have SEND.
- The school regularly and carefully reviews 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.
- The teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment.
- For higher levels of need, the school draws on more specialised assessments from external agencies and professionals.

### **Managing Pupil's Needs on the SEND Register**

Our aims in respect of Special Educational Needs at Lent Rise are:

- (a) To have a curriculum which is accessible to and includes all pupils, and which matches their individual needs.
- (b) To ensure that the requirements of those pupils with Special Educational Needs are met.
- (c) To ensure the early identification and assessment of children's needs and to act upon the results of such identification.
- (d) To ensure that children with Special Educational Needs receive a broad and balanced curriculum.
- (e) To ensure that all children with Special Educational Needs join in all school activities as far as possible.
- (f) To provide differentiated work to take account of the needs of gifted children as well as those with learning difficulties.
- (g) To ensure that the atmosphere in the school promotes a happy, sensitive and secure environment to enable the most effective learning.
- (h) To ensure that the school aims to encourage parents as partners in the learning process for their children.

(i) To appreciate that notable achievements can be made by all pupils and these should be recognised and recorded.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A support plan records a graduated response to individuals.

All children with special educational needs have a SEND Support Plan. Support Plans at Lent Rise are written by the class teacher and reviewed in consultation with the pupil, parent, SENDCO and any other agencies involved. When writing a support plan, all of the extra support that a child receives is detailed to give a clear picture of how their learning is supported. All children within the school are given termly targets to work towards and for SEND children, these work alongside their support plans. These are also reviewed on a regular basis in consultation with the pupil, parent, SENDCO and any other agencies involved, as appropriate.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- further differentiation of resources
- homework/learning support club
- Interventions (Booster/Gap Busting)
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Additional time in assessment tests
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

## **Monitoring and Tracking**

All children are screened in the Reception class on entry to school, and a Foundation Stage profile is obtained. Transition records are received from nurseries and these are used to monitor the transition between nursery and Lent Rise School. Parents are also asked to complete a questionnaire regarding many aspects of their child to help to build a picture of each child before they begin at school.

It is essential to identify any problems a pupil may have as early as possible. Therefore, throughout their school career at Lent Rise, a pupil's progress is continuously monitored and tracked. Every pupil's progress is assessed every term. This helps to highlight any problems immediately, identifies any children who may be slipping behind and ensures careful monitoring of progress. As soon as any problems are highlighted, appropriate early intervention is taken to support pupils in the learning process.

Whilst screening and other tests are good indicators of ability, the results, together with our own criteria, the views of the SENDCO and teacher assessment, (which we place very highly) all play an important part in the process of identifying children who may have special educational needs.

If there is any cause for concern regarding a child's progress, parents are informed immediately and invited to discuss their child's learning and possible needs. Following this, an internal referral form will be completed by the class teacher detailing the areas that are causing concern. This will then be discussed with the parent and passed to the SENDCO. The decision regarding the next course of action involves discussions between the SENDCO, class teacher, parent and pupil.

Where further assessment of children is necessary, this is done by the SENDCO. Such assessments feed directly into School Support. If 4-6 months progress is not made and the child is 12-18 months behind with his/her reading age, then it will be necessary to involve outside agencies and support the child through School Support.

It may be necessary to use records, such as a medical and academic from other agencies and institutions. Class teachers and the SENDCO meet with parents on a regular basis (at least once a term) to discuss their child's progress and gather information.

The Special Needs Register is maintained by the SENDCO and reviewed on a termly basis with the teachers concerned. Parents are kept fully informed of their child's progress throughout their time at Lent Rise, including with regards to any special educational needs their child may have and any intervention which is taking place.

## **Resources**

The SENDCO has a range of varied materials for use with Special Needs children. However, curriculum co-ordinators are aware of the need to differentiate work within the classroom, in their subject, and to build up a stock of suitable resources for doing this.

## **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil

remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken • Information on the pupil's health and relevant medical history • National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### **Education, Health Care Plans (EHCP)**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP \*  
Review the provision made to meet the pupil's need as identified in the EHCP  
\* Consider the appropriateness of the existing EHCP in relation to the pupil's progress during the year, and whether to cease, continue, or amend it \* If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

### **Partnership with Parents / carers**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents • giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child • agreeing targets for the child
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.



We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adults
- Annual reviews

### **Supporting Pupils and Families**

- Please refer to - [familyinfo.buckinghamshire.gov.uk](http://familyinfo.buckinghamshire.gov.uk)
- We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Hearing Specialist, Speech and Language Therapy Service, Community Health Service, Family Support and Safeguarding and CAMHS.
- Admission arrangements can they be found on the school's website
- SEND children are able to access exams and other assessments - If special arrangements are needed this can be applied for by the SENDCo/Headteacher.
- Transition meetings with Secondary Schools are held in the Summer Term. Additional meetings and visits for SEND children and their parents can be arranged by the SENDCo if required.

### **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.
- Some may also have special educational needs (SEND) and may have an 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 (2015) is followed.

## **Gifted and Talented**

The DfE recognises Gifted and Talented pupils as those 'who achieve, or have the ability to achieve, at a level significantly in advance of the average for the year group in their school'.

Gifted children demonstrate academic ability in one or more subjects of the statutory school curriculum, other than Art, Music and P.E. Talented pupils' demonstrate exceptional ability in sports or the creative arts.

Everyone in school has a responsibility to recognise and value pupil's abilities. A gifted and talented pupil could be identified through a variety of methods:

- Standardised and internal assessment
- Teacher observations
- Music / Sport/ Art achievements
- Outside school achievements (certificates etc.)

Subject leads, class teachers and specialist teachers all identify opportunities to stretch, challenge and enthuse those who are particularly gifted and talented. The school also provides opportunities for those who are gifted and talented, through the extra-curricular clubs and activities.

## **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.
- Training needs of staff are identified through the school's self-evaluation process.
- 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.
- The school's SENDCO regularly attends the LAs SENDCO meetings in order to keep up to date with local and national updates in SEND.
- Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

## **Monitoring and Evaluation of SEND**

The school's SENDCO is Mr Robert Jenkins.

The named Governor with responsibility for SEND is Mrs Pauline Muldoon. Her specific responsibilities include:

1. Liaising with the school SENDCO.
2. Taking an active part in reviewing the SEND Policy.

3. Ensuring the provision is directly related to need.
4. Ensuring that there is sufficient finance and support to guarantee the effective operation of the Policy.

The Headteacher and Deputy are responsible for Safeguarding/Child Protection within the school. Further details of the planned strategies and systems the school has in place to promote inclusion can be found in the 'Inclusion' policy. Details of how the school deals with Child Protection issues can be found in the 'Child Protection' policy.

### **Role of the Special Needs and Disability Co-Ordinator**

- Assist with identifying and monitoring those children with special needs – whatever those needs may be, for example: specific learning difficulties, able children, children with physical or medical difficulties, etc.
- Ensure that, after consultation with the class teacher, the programme of work required for each child is relevant to their needs.
- Ensure that whatever additional resources are needed, they are available to the class teacher.
- Liaise with other staff within the school who have a role related to Special Needs and ensure that they are providing the appropriate level of support for any identified children.
- Write, or assist in the writing of, reports for outside agencies.
- Liaise with and support the input of any outside agency.
- Liaise with parents of children with special needs and ensure good communication exists between home and school.
- Provide behaviour management support.
- Work with the Headteacher to provide relevant staff development activities.
- Report to Governors

In addition to the above they are required to:

- In liaison with the Headteacher, Staff and Advisory Service, prepare guidelines and schemes of work and give advice on current needs regarding meeting the requirements of each child in the school's care so as to ensure a whole school policy is in operation.

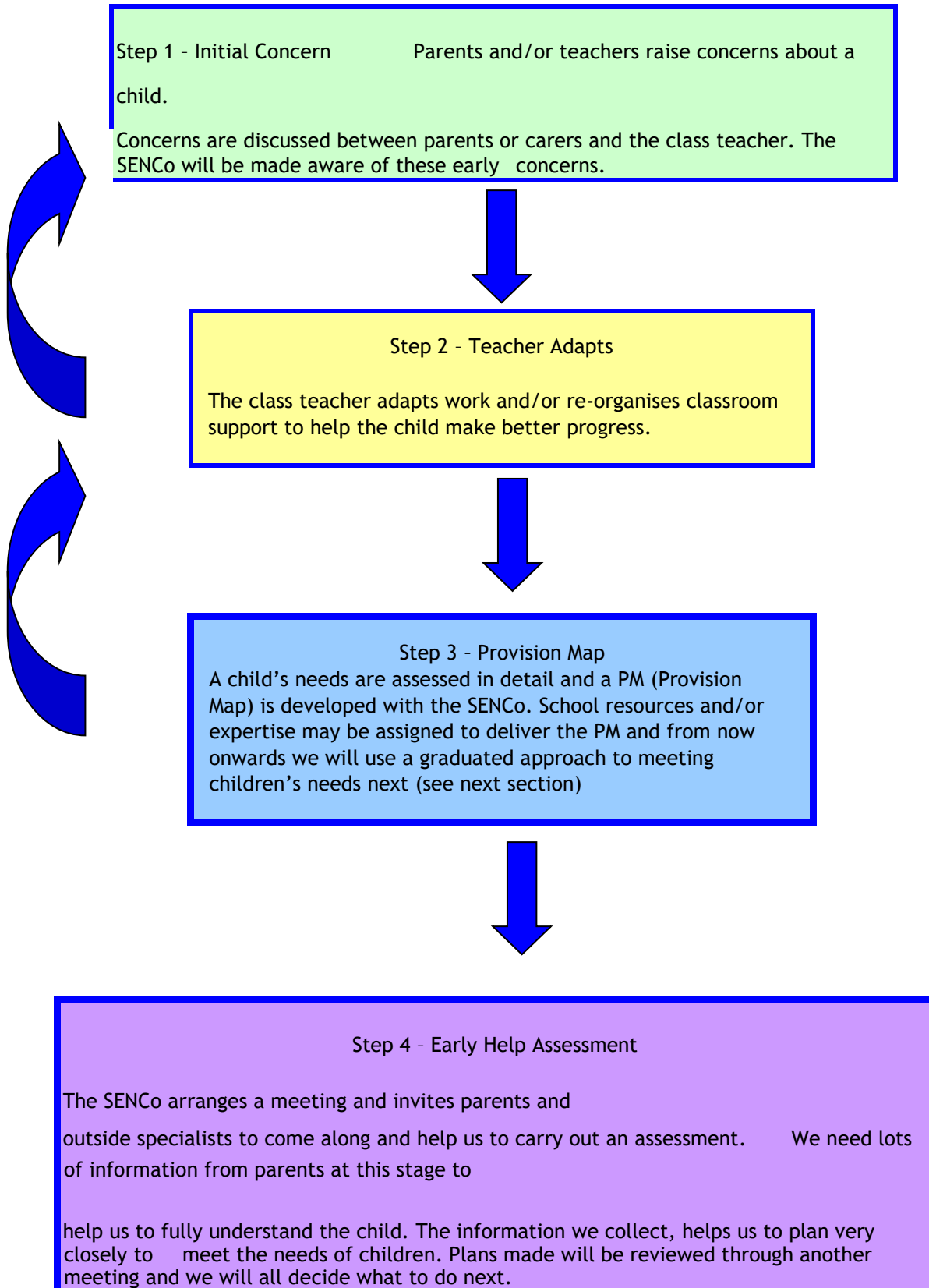
### **Reviewing this Policy**

This policy is developed through consultation with staff, parents, carers and pupils and is reviewed annually.



## Lent Rise - SEND Flow Chart

Here is a flow chart showing the steps we take to support children with SEND. We only move from one step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.





### Step 5 - Education and Health Care Plan

If it has been agreed by everyone at step 4, we will apply for an EHCP (Education and Health Care Plan) from the County. This replaces the old 'Statement of Special Educational Needs' and is where the County assesses a child's needs and gives the school extra resources to help us to support that child's learning and development. This process takes around 16-20 weeks from start to finish.



### Step 6 - EHCP is in place

Once we have the EHCP, parents will have a copy and have chance to come into school to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working well.

The flow chart mentions that we have a graduated approach to managing provision for pupils with SEND. We use a graduated approach to supporting pupils with SEND. This involves a cycle of actions which may become more intensive in its content as it is repeated. Our graduated response cycle follows a four step system. First we **assess** pupils needs, then we **plan** to meet those needs. Next we **do** what we have planned and then we **review** what has happened before we begin the process again.

**assess**

**plan**

**do**

**review**