



Longmeadow Primary School
Special Educational Needs and Disabilities (SEND) Policy

Policy Agreed: Sept 2020

Review Date: Sept 2021

Longmeadow Primary School – SEND Policy

At Longmeadow Primary School, we strive to support all children to enable them to achieve their potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children, there are occasions when further support is needed to help them achieve their targets. We believe every child should be given the tools they need to succeed. Every teacher in our school is a teacher of SEND and takes full responsibility for the learning and development of every child within their class. We are committed to raising the aspirations of and expectations for all pupils with SEND.

AIMS:

- To create a positive learning environment that meets the special educational needs of each child, promoting the highest levels of enjoyment and achievement.
- To identify at the earliest opportunity all children who need special consideration to meet their physical, sensory, social, emotional, communication or intellectual development.
- To ensure that children have a voice by taking into consideration their views and feelings.
- To work collaboratively with parents and carers, drawing on their unique knowledge and expertise of the child.
- To work alongside external agencies in an effective way that develops a partnership of support for school, children and families.

The Special Education Needs Co-ordinator (SENCO) is Mrs Katy Alexander.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2018)
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2019)
- Statutory Guidance on Supporting pupils at school with medical conditions (Aug 2017)
- The National Curriculum in England Key Stage 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2013)

This policy is the responsibility of all teaching staff and was constructed with the Inclusion and Headship teams and the school's governor for SEND. It is the responsibility of all teaching staff to ensure learners with SEND have access to the National curriculum.

ROLES AND RESPONSIBILITIES

The key responsibilities of the SENCo as outlined in the CoP are:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for pupils with SEN
- Liaising with the designated teacher where a child looked after has SEN
- Advising on the graduated approach to providing SEN support

- Liaising with external agencies and being the key point of contact
- Liaising with potential next providers of Education to support smooth transition
- Working with the Headteacher and Governors to ensure the school meets statutory requirements

At Longmeadow, the work of the SENCO is supported by the Inclusion Team.

The Inclusion Team consists of:

- Head of Inclusion/SENCO: Mrs Katy Alexander
- Head Teacher: Mrs Emily Howley
- Assistant Head Teacher and Behaviour Lead: Mr Lee Geer
- School Family Worker: Miss Brogan Jennison

“Every teacher is a teacher of every child, including those with Special Educational Needs.”

The class teacher is responsible for:

- Early identification of children’s needs and raising these with the Inclusion Team.
- Being fully aware of the school’s procedures for identifying, assessing and providing for pupils with SEND.
- Monitoring the progress of all children with SEND, including those who work with additional adults as part of their provision, particularly through the use of Provision Maps.
- Writing and updating Learning Support Profiles (LSPs) which involve parents/carers and the children in their creation and review.
- Work closely with staff implementing intervention strategies and working to meet the individual targets of children with SEND.

The SEND Governor is responsible for:

- Ensuring provision of SEND is implemented in accordance with national guidelines and school policy.
- Liaising with the SENCO to remain informed of issues with SEND on at least a termly basis.
- Being involved in reviewing and updating policies relating to SEND.
- Being involved in monitoring and evaluating the school’s SEND provision.

IDENTIFICATION, ASSESSMENT AND PROVISION

Definition of Special Educational Needs (Code of Practice 2014):

“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... has a learning difficulty or disability if he or she:

- Has 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 facilities of a kind generally provided for others of the same age.

Additional information on the school's process for this can be found in the SEN Information Report which can be accessed from the school's website.

There are four broad areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The 4 broad areas of need give guidance as to the action the school needs to take: they are not intended to fit children into a category.

<p>Communication and interaction Children with Speech, Language and Communication needs (SLCN) may have difficulties in some or all of the aspects of speech, language or social communication. Children and young people with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination. These children may require some or all of the following:</p> <ul style="list-style-type: none"> • flexible teaching arrangements • help in acquiring, comprehending and using language • help in articulation • help in acquiring literacy skills • alternative means of communication • help in organising and coordinating oral and written language • help in expressing, comprehending and using their own language, where English is not the first language 	<p>Cognition and learning Children who learn at a slower pace than their peers, even with appropriate differentiation. They may demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties, such as dyslexia or dyspraxia, requiring specific programmes to aid progress in cognition and learning. These children may require some or all of the following:</p> <ul style="list-style-type: none"> • flexible teaching arrangements • help with processing language, memory and reasoning skills • help in organising and coordinating spoken and written English to aid cognition • help with sequencing and organisational skills • help with problem solving and developing concepts • programmes to aid improvement of fine and motor competencies • support in the use of technical terms and abstract ideas • help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences
<p>Social, emotional and mental health difficulties Children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include children who are withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental</p>	<p>Sensory and/or physical needs There is a wide range of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may be only temporary. For some children the inability to take part fully in school life causes significant</p>

<p>health difficulties. Other children may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) or attachment disorder. These children may require some or all of the following:</p> <ul style="list-style-type: none"> • flexible teaching arrangements • help with development of social competence and emotional maturity • help in adjusting to school expectations and routines • help in acquiring the skills of positive interaction with peers and adults • specialised behavioural and cognitive approaches • re-channelling or refocusing to diminish repetitive and self-injurious behaviours • provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviours • provision of a safe and supportive environment 	<p>emotional stress or physical fatigue. They may require some of the following:</p> <ul style="list-style-type: none"> • flexible teaching arrangements • appropriate seating, acoustic conditioning and lighting • adaptations to the physical environment of the school • adaptations to school policies and procedures • access to alternative or augmented forms of communication • provision of tactile and kinaesthetic materials • access to different amplification systems • access to low vision aids • access to all areas of the curriculum through specialist equipment, aids or furniture • regular and frequent access to specialist support
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At Longmeadow, we consider the whole child, not just their special educational need when identifying what is best to help a child learn and thrive. We are proud to be inclusive of all learners. All teachers in the school follow a continuous cycle of planning, teaching and assessing the learning needs of all children. This enables them to identify children who may fall outside the expected range for the year group, and who may have special educational needs.

Identification

Children with SEN may be identified through:

- Class teacher assessments
- SENCO observations
- Specific assessments
- Pupil Progress Meetings
- External agencies

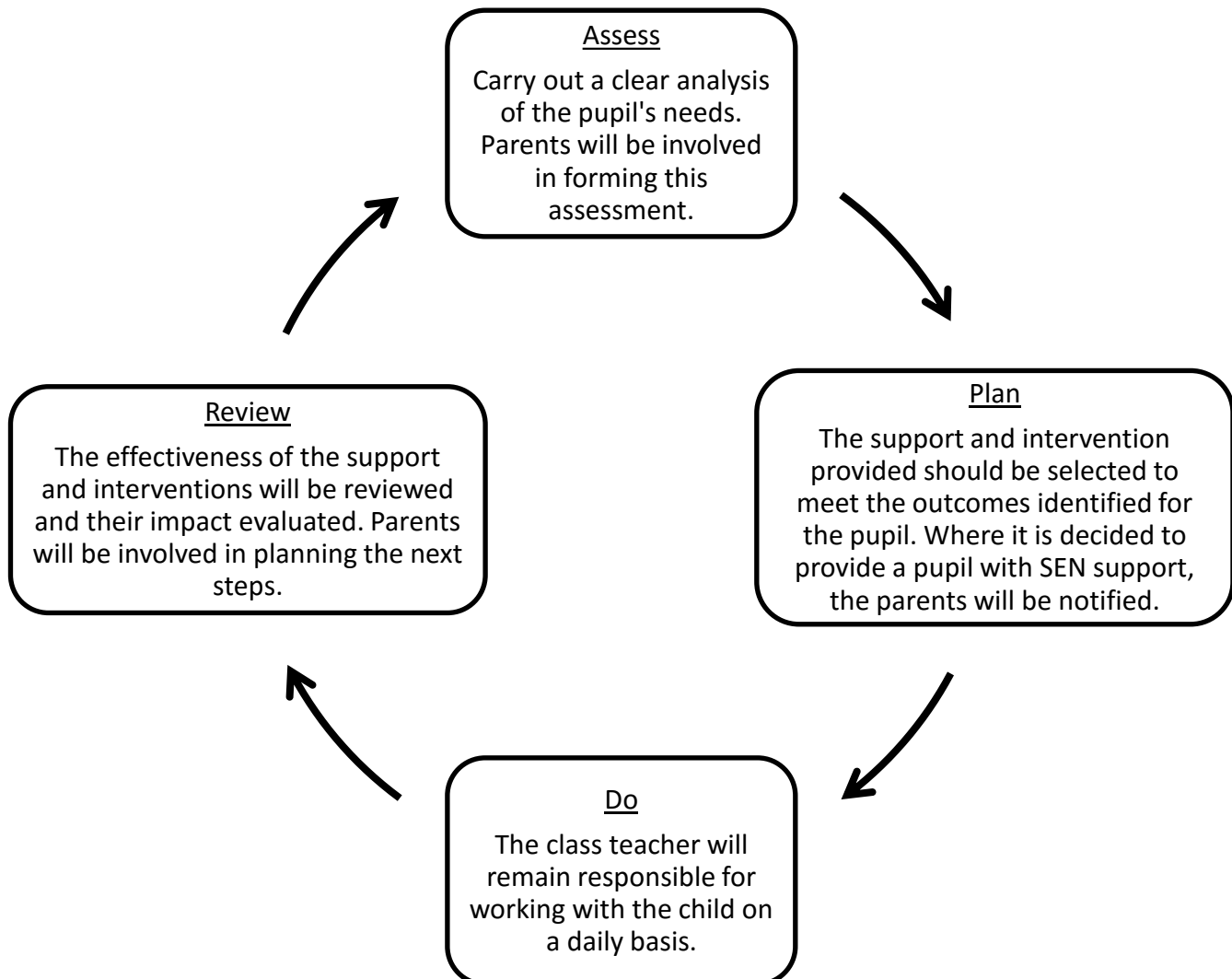
Before being entered onto the school's SEND Register, the school will consider the work that has happened to help remove barriers to learning for that individual. The child should have had:

- Access to personalised quality teaching
- Progress tracked in line with the school's assessment policy
- Discussions, alongside parents/carers, around their progress and learning

If reasonable adjustments have been made to remove barriers, but a child does not make adequate progress, they will be identified as having SEN.

Assessment and Provision

Longmeadow uses the 'graduated approach', recognising there is a continuum of need and bringing increasingly specialised support into the child's educational provision.



PROVISION MAPS AND LEARNING SUPPORT PROFILES (LSPS)

Where children need significant additional provision, they will receive a Learning Support Profile (LSP) and will be in receipt of SEN support.

Provision Maps identify where the additional support fits in with quality first teaching and names specific interventions that will be used to help pupils. They provide termly 'SMART' targets, which are Specific, Measurable, Achievable, Relevant and Timed. Teachers review a child's progress against these targets and make plans for future provision. Parents are invited to contribute during the process to offer their views. Sometimes, additional support is sought from the Inclusion Team to inform the best provision for a child's needs.

The LSP provides a 'pen portrait', which identifies a child's strengths, areas of challenge, adults who have supported them and specifically asks for their input on what helps them learn and what they find most challenging.

At Longmeadow, if a child is working 3 steps or more (or 1 chronological year) below Age-Related Expectations, they will typically be identified for SEN support. Where a child has a specific difficulty in one or more areas, and is age-appropriate in others, they will still receive support for their areas of difficulty. If a child's social, emotional and mental health are proving to be a significant and ongoing barrier to their learning, they will be placed on the SEN register and may receive intervention that focuses on their pastoral needs, such as dedicated work with the Behaviour Lead.

If a child has specific targets for speech and language provided by the Speech and Language Therapy Service or by the school's speech and language therapist/s, they will be identified on a Provision Map and are likely to have an LSP. Additionally, where a child requires significant additional support due to a communication disorder such as Autistic Spectrum Disorder, they will be identified on a Provision Map and have an LSP.

Children with sensory and/or physical needs or disabilities will not automatically mean that child needs SEN support or an LSP. They will receive this provision if their ongoing need proves a barrier to their learning that requires significant adjustment.

The school recognises that many children fall into more than one category of need and that each aspect needs to be fully assessed to build a complete picture of the child.

At Longmeadow, a variety of intervention strategies are used. These are specific with clear outcomes and their overall effectiveness and impact is monitored by the class teacher. Intervention strategies are reviewed and mapped out during pupil progress meetings.

With appropriate provision, it is expected that all children identified as having SEND make good progress from their individual starting points. When a child closes the gap between their starting point and age-related expectations, or achieves in line with their peers during daily lessons, they may no longer need specific SEND support. In these circumstances, a Provision Map or an LSP will no longer be required. The children will have their needs met through quality teaching: target groups, reasonable adjustments and a differentiated curriculum.

In order to maintain high-quality provision, it is the responsibility of the Senior Leadership Team, working alongside the Inclusion Team, to identify professional development needs of teaching and support staff in relation to supporting vulnerable and disadvantaged learners.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child continues to present with significant additional needs, or has complex needs, the school may request that the Local Authority undertakes an assessment for an EHCP.

- The school will use Hertfordshire criteria to identify and prepare submission for those children who may need an EHCP. The Local Authority alone grants the right to be assessed.
- The school is responsible for ensuring that the education provision outlined in the plan is followed.
- EHCPs are reviewed annually (see Hertfordshire guidance regarding Annual Review).

Further information can be found on the Hertfordshire Local Offer page:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

MANAGING AND STORING INFORMATION

The school holds an electronic register of pupils in receipt of SEN support. This information is on SIMS and is held by the Inclusion Team. Information relating to individuals (e.g. medical reports, Educational Psychology reports) are uploaded to the school's online monitoring system, CPOMS. The SENCO holds original documents in the child's personal file, which is securely stored in the SENCO's office.

PARTNERSHIP OF SUPPORT

Pupil participation

- Pupils and young people with special educational needs and disabilities often have a unique knowledge of their own needs and circumstances. They have their own views about what sort of help they would like in order to make the most of their education.
- Children will contribute to their LSPs by stating their strengths and areas for development, and where appropriate they will explain how they would like to be helped. With the support of their class teacher, they may help to write their targets for Provision Maps.
- Children with EHCPs contribute their views as appropriate.

Parental partnership

- Working in an active partnership between parents/carers and their children is essential to enabling children to fully achieve their potential.
- Parents will be invited to contribute their ideas and opinions when planning for their child's support, normally through parents' evenings although additional time may be required for a proper discussion.

Outside agencies

Where necessary, the SENCO may request the support of external agencies in providing more specialist advice in planning for effective provision. To request support, the SENCO completes a referral in the way specific to that service. Parental consent must be given before involving external professionals. Where support is required from a number of agencies, this support may be sought through a Families First Assessment (FFA) using the Early Help Module (EHM).

The following agencies are currently involved in informing the school's special provision:

- Educational Psychology Service
- Speech and Language Therapy Service
- Social Workers and Families First Workers
- School Nursing Service
- Child Development Centre

- Specialist Advisory Service
- Education Support Centre
- Behaviour Advisors
- Herts SpLD Service
- Pre-school advisory support
- Greenside and Woolgrove Outreach
- Children Looked After (CLA) team
- Travellers and Refugees team
- Child and Adolescent Mental Health Services / Step 2

At Longmeadow, we recognise that several features can impact upon progress and attainment and may not relate to any Special Educational Need. Reasonable adjustments and/or different provision may be made for:

- Children with disabilities
- Children in receipt of pupil premium
- Children looked after
- Children affected by low attendance
- Children with a health care plan
- Children with English as an additional language
- Children to parents in the services
- Children who are being monitored by the local authority through Child Protection or Child In Need plans.

COMPLAINTS PROCEDURE

The school's standard complaints procedure should be followed if a parent / carer wishes to complain about any aspect of SEN provision.