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Signed:			
Name:	Paul Leeson	Chair of Governors	



Longford Church of England Primary and Nursery School

Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents;

- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Disability Equality Scheme

Introduction

The named person responsible for managing provision for SEN at Longford Primary School (SENCo) is David Stevens. David Stevens can be contacted through the school office or via email at **dstevens2@ladywood.derbyshire.sch.uk**

Our SEN policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly. An annual SEN Information Report will be shared with parents, carers and the governing body and published on the school's website.

At Longford Primary School we are proud to offer excellence and choice to all our children, whatever their ability or needs. Longford Primary School adopts a 'whole school approach' to special educational needs. The staff are committed to identifying and providing for the needs of all children in an inclusive environment.

Aims

Objectives

1. To work within the guidance provided in the SEND Code of Practice, 2014.
2. To ensure the special educational needs of children are identified, assessed and provided for.
3. To work with and in support of outside agencies when the pupils' needs cannot be met by school alone.
4. To create a school environment where pupils can contribute to their own learning.
5. To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.

Definition of Special Educational Needs

SEND means special educational needs and disabilities. Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child;

Has significantly greater difficulty in learning than the majority of children the same age

Or

Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

The area of need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, Mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.)

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory and physical difficulties.)

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and does not automatically lead to a child being registered as having SEN.

Identification of Pupils' Needs

A Graduated Approach:

Quality First Teaching

1. Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the children to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
9. Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision 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 in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

- Analyse the pupils' needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of pupils and external support services.
- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.
- Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.
- Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.
- Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by Mr Stevens.

Review

- A child's progress will be regularly reviewed and the impact of support will be monitored. The review process will evaluate the impact and quality of the support and interventions.
- Reviews will also take into account the views of the pupils and where necessary the parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on pupils' progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- 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 group of people from education, health and social care about whether or 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.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.derbyshiresendlocaloffer.org>

Education, Health and Care Plans (EHC)

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

What is the Local Offer?

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to the families in Derbyshire that have an EHCP and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information found on;

<http://www.derbyshiresendlocaloffer.org>

Inclusion of all Pupils with SEN

Elise Piper (Head teacher) and David Stevens (SENCo) oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Group and individual targets, which employ a small steps approach, feature significantly in the provision we make in the school. By breaking down the existing levels of attainment into finely graded steps, we ensure children experience success. All children with an Education, Health and Care Plan have an IEP (Individualised Education Plan).

The school will seek advice, as appropriate, around individual pupils, from external support services when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any levels of SEN; those with Education, Health and Care Plans and those without.

Links with Support Services

Our school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision at Longford Primary School.

Support Services include;

- Educational Psychology -
- Health – School nurse
- Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, hearing, physically impaired
- Physiotherapists
- Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Services

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Mr Stevens attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. Mr Stevens, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Working in Partnerships with Parents

Longford Primary School believes that a close working relationship with parents is vital in order to ensure;

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Mr Stevens may also signpost parents of pupils with SEN to the local authority DIAS service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor (Johnathan Hewitt) may be contacted at any time in relation to SEN matters.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Elise Piper (Head teacher) who will be able to advise on formal procedures for complaint.

