



**LAYFIELD PRIMARY
SCHOOL**

**SEND Policy
April 2021**

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Special Educational Needs and Disabilities Policy

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SECTION A: SCHOOL ARRANGEMENTS

1. Introduction

1.1 Layfield Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

1.2 This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEND) at Layfield Primary School

1.3 Local Authority guidelines and DfE 'Special educational needs and disability code of practice: 0 to 25 years' have been taken into consideration in the formulation of this policy. Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

1.4 Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

1.5 This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

2. Aims

- ◆ To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- ◆ To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- ◆ To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- ◆ To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- ◆ To be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school.

3. Objectives

- ◆ To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- ◆ To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- ◆ To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- ◆ To plan for any pupil who may at some time in their education have special educational needs.
- ◆ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ◆ To give every child the entitlement to a sense of achievement.
- ◆ To continually identify, monitor and support pupils who will need extra resources and/or support as early as possible.
- ◆ To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.
- ◆ To regularly review the policy and practical arrangements to achieve best value.
- ◆ To ensure we follow and update annually our School SEND Offer, which is available on our school website.

4. Roles and Responsibilities

4.1 All members of the school community work towards the schools aims by:

- ◆ Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- ◆ Sharing a commitment to inclusion and a partnership approach to provision.

4.2 The governing body in co-operation with the Head Teacher determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy and making it available for parents on the school website.

- ◆ The governing body has appointed Michelle Best as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.

4.3 Joanne Smith (Deputy Head Teacher) with the support of Helen Owen (Head Teacher) and Julie Clemenson (SEND TA) have strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the SENDCO the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

5. Co-ordinating and Managing Provision

5.1 The key responsibilities as SENDCO include:

- ◆ overseeing the day to day operation of the school's SEND policy
- ◆ co-ordinating provision for children with SEND
- ◆ liaising with and advising teaching staff and teaching assistants
- ◆ meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs
- ◆ monitors the quality and effectiveness of provision for pupils with SEND through classroom observation
- ◆ leading special needs support staff
- ◆ overseeing the records of all children with SEND
- ◆ liaison with parents of children with SEND and external agencies including the LA's support and Education Psychology Service, Health & Social Services and Voluntary bodies contributing to the in-service training of staff.
- ◆ determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

5.2 All teachers and teaching assistants are involved in the development of the school's SEND policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have responsibility for managing the work of special educational needs teaching and care assistants.

6. Admission Arrangements for Pupils with Special Educational Needs

6.1 Layfield Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in a mainstream school, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

7. Allocation of Resources

7.1 The SEND budget is determined each year according to census data. This aims to distribute available funds as equitably as possible between schools according to relative levels of need based on a range of factors.

- ◆ The base budget covers teaching & curriculum expenses as well as cost of SENCO.
- ◆ The delegated SEND budget covers the additional support required.
- ◆ Specific funds are allocated to pupils with SEND where appropriate.

7.2 The governors always use all of the SEND budget share and additional funds accessed from the school budget. The SENCO in consultation with the Head Teacher is responsible for the use of these resources and the deployment of the designated support staff.

7.3 Action to meet pupil's SEND aims to promote independent learning tends to fall within 4 broad strands:

- ◆ Assessment, planning, doing and reviewing.
- ◆ Grouping for teaching purposes.
- ◆ Additional human resources.
- ◆ Curriculum and teaching methods.

7.4 This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff- child ratio and use of alternative resources.

7.5 Should the needs of a child require more than the funding allocated within the school's delegated budget, the school will consider applying for the High Needs Fund which is available at Local Authority level. In order to be successful in securing this additional funding, the school must demonstrate that it has done everything possible to meet the needs of a pupil and that extra financial resources are required to meet their needs.

8. Identification, Assess, Plan, Do and Review.

8.1 This follows a graduated approach as required by the 2001 SEND Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers 3 principles for inclusion:

- ◆ Setting suitable learning challenges.
- ◆ Responding to pupil's diverse needs.
- ◆ Overcoming potential barriers to learning and assessment.

8.2 The Code of Practice 2001 does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- ◆ Communication & Interaction (Language & Autistic Spectrum Disorder).
- ◆ Cognition & Learning (General Learning & Specific Learning difficulties).
- ◆ Physical and Sensory.
- ◆ Behavioural, Emotional and Social.

9. SEND Support

9.1 Schools should arrange the additional and different provision required to enable children to make adequate progress. This is the key indicator to determine the graduated response. A Support Plan and SMART Targets will be devised with the child and shared with parents/carers, of whom will have the opportunity to add their input. Targets will be updated regularly.

The class teacher makes appropriate arrangements for differentiating the curriculum and providing additional support for the child. Clear targets are set with a date for review.

9.2 If there is inadequate progress over a period of time, the class teacher in conjunction with the SENDCO, will assess the child's difficulties using a range of assessments. A new Individual Education Plan will usually be devised. The Individual Education Plan may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies such as Pupil Support Services, Educational Psychology & Health Services.

9.3 Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of pupils with SEND are met effectively.

10. Education Health and Care Plans (EHCP)

10.1 A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an EHCP is necessary, then the pupil's SEND and provision will be summarised in the document. This will need to be reviewed annually.

11. Providing Curriculum Access and Inclusion

11.1 Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

11.2 Different teaching strategies are used depending upon the nature of the child's needs. Layfield Primary School takes account of the Inclusion Statement in Curriculum 2000. We strive to be an inclusive school, engendering a Sense of community and belonging through our:

- ◆ Inclusive ethos
- ◆ Broad and balanced curriculum for all pupils
- ◆ Systems for early identification of barriers to learning and participation
- ◆ High expectations and suitable targets for all children

12. Evaluating Success

12.1 The success of the school's SEND Policy and Provision is evaluated through:

- ◆ Monitoring of classroom practice by the SENDCO and subject leaders
- ◆ Analysis of pupil tracking data and test results
 - For individual pupils
 - For cohorts
- ◆ Value-added data
- ◆ Monitoring of procedures and practice by SEND Governor

- ◆ School self-evaluation, using a variety of approaches
- ◆ The SEND moderation process
- ◆ The Whole School Development Plan/SEND Development Plan

13. Complaints procedures

13.1 Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the same way as other concerns, as outlined in the Complaints Policy. In the first instance they should approach the class teacher and if parents need further advice they are welcome to arrange a meeting with the SENDCO. If they feel their child's needs are still not being met they should follow the Complaints Procedure at Stage 2, submitting their concern in writing on the appropriate form to the Head Teacher. If however, parents are still concerned they may contact the Chair of Governors as outlined in the Complaints Policy. It may also be appropriate for parents or school to request involvement of the 'Partnership with Parents Service' who may allocate an individual parent supporter or refer to the mediation service. The School will inform parents of these services.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

14. Staff Development and appraisal

14.1 The auditing of training needs is based on the TDA National Standards for SENDCOs and specialist teachers of SEND as well as School Improvement Plans.

- ◆ SENDCOs, teachers and teaching assistants will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- ◆ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote whole school approaches to SEND.
- ◆ NQTs will access specific training and induction programmes.

Working in Partnership with Other Agencies

15. External Support Services

15.1 The school has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENDCO and these services, particularly at School Based Reviews.

16. Partnership with Parents

16.1 We aim to promote a culture of co-operation with parents, Schools, LA's and others. We will do this through :

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENDCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them, perhaps using a support plan.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements of SEND.

17. The Voice of the Child

17.1 In this School we encourage pupils to participate in their learning by:

- ◆ Being involved in target setting and identifying teaching and learning strategies that work for them.
- ◆ Incorporating their views in every aspect of their education.
- ◆ Encouraging self advocacy and independence.

19. Links with other Schools

- ◆ We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- ◆ We will consult the LA and governing bodies of other Schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- ◆ We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.