



SEND (Special Educational Needs and Disability)

Date of Policy: 22nd October 2021

Review: April 2023

Rationale

At Loxwood Primary School the provision for children with a Special Educational Need or Disability (SEND) is an integral part of our school ethos based on the belief that every child is valued as an individual, displaying a range of needs and abilities. We plan our teaching and learning in such a way that we encourage each child to reach for the highest level of personal achievement, and to experience success. We recognise and acknowledge that children may need additional or different help from that given to others of the same age, at some stage during their school career. We aim to enable all children to succeed academically, emotionally and socially.

We aim to be an inclusive school where we are committed to giving all of our pupils every opportunity to achieve the highest standard. Pupils enjoy a broad and balanced curriculum, which is relevant and meaningful. Teachers take into account individual needs, and have high expectations for all pupils. The achievement, attitude and well-being of every learner is of upmost importance, with inclusion being the responsibility of every person within the school community.

Loxwood Primary School has a named SENDCo, Mrs Sharon Mellors, who has successfully undertaken the National Award for SENDCo qualification, and a named Governor responsible for SEND (Mrs Anna McNamara). They ensure that the Loxwood Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Loxwood Primary School is part of The Weald Locality, a group of 11 primary schools, who work together to improve outcomes and provision for children with SEND. The SENDCO attends Locality meetings half-termly to further develop expertise, skills and knowledge with regard to SEND.

Legislation

This SEND Policy is written in line with guidance from the SEND Code of Practice 2014, the Equality Act 2010 and Part 3 of the Children and Families Act 2014.

This policy will ensure that our school meets the needs of pupils identified as having a SEND and will ensure that these pupils are not discriminated against. This policy outlines why, when and how additional provision will be made for these pupils. The policy describes systems in place for monitoring and reporting on the progress of pupils who have been identified with SEND. All school policies are interlinked and should be read and informed by all other policies. In particular the SEND policy is linked to behaviour, anti-bullying, medical, safeguarding and curriculum policies.

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 in mainstream schools.

2014 SEN Code of Practice: 0 to 25 Years, Introduction xiii and xiv.

The SEND Code of Practice (2014) focuses on addressing the children's needs in the classroom and states that every teacher is a teacher of SEND. All staff have the responsibility of meeting the needs of every individual child in their class to the best of their ability, with or without formal assessment, through a well-planned teaching programme.

The four broad categories of SEN, as set out in the Code of Practice are:

- Communication and Interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Physical and/or sensory needs.

Our School Aims are:

1. To identify (as soon as possible) learners with SEND and to use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' the curriculum.
2. To ensure that learners with SEND are able to have experience of all aspects of the curriculum at the appropriate level and will have the opportunity to take part in all aspects of school life to the best of their ability.
3. To ensure that all learners make their best possible progress; monitoring and tracking their progress accordingly.
4. To ensure parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and school.
5. To ensure that learners express their views and are fully involved in decisions which affect their education.
6. To maintain effective partnerships and involve outside agencies when appropriate.
7. To operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
8. To provide support and advice for all staff working with pupils with SEND.

Admission Arrangements

These are in accordance with admission arrangements set out in the Admissions Policy. The school follows the West Sussex Admissions Policy and caters for the full ability range, subject to the constraints of the current buildings, and takes into account the requirements of the Disability Discrimination Act 2001.

The Graduated Approach

Class teachers have the overall responsibility of ensuring that the curriculum will be scaffolded, adapted and delivered in an inclusive way. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and put support in place. We use the West Sussex Ordinarily Available Inclusive Practice document for support.

Parents must be involved in the process and it is important that we look at the whole child, considering attendance, punctuality, health and welfare. We also understand that the following factors, although not areas of SEND, could affect a child's learning and rate of progress: EAL, Pupil Premium, Looked After Children, being a child of Servicemen/women.

Monitoring

The SEND process follows a cyclical, graduated approach (assess, plan, do, review). Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENDCo and a plan of action is agreed. The children will be highlighted and named on teaching and class action plans in order to be more closely monitored.

Additional Support

If progress is still not being made, despite careful monitoring and classroom adaptation, there will be a discussion with relevant staff, parents/carers and the child. If it is decided that additional provision is required (above and beyond the classroom teaching), the intervention will be recorded on the Provision Map and the child's progress will continue to be closely monitored and on the school's monitoring register.

School Support

If, despite receiving additional support, a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or underlying response behaviours, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

An Individual Learning Plan (ILP) is drawn up by the class teacher and SENDCo, additional support from the SENDCo, TA, or external professional, is timetabled and particular programmes established. The child will be put on the SEND register.

Outside Agencies

There may be the need to make a specific referral to external agencies. These could include Educational Psychologist consultation, Speech and Language therapist, Occupational Therapist, Learning and Behaviour team (LBAT) and the Autism and Social Communication Team (ASCT). Early Help Teacher, Learning Mentor. The professionals offer advice, guidance and may carry out observations and write reports.

Education, Health and Care Plan (EHCP)

Where a child's needs are considerable, long-term and there is little progress following interventions and support from outside agencies, we may apply for the child to be assessed for an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents/carers will be fully involved in the process and have the opportunity to contribute to the reports. Following a needs assessment (EHCNA) by West Sussex they will agree or disagree the EHCP. The Local Authority will produce the draft EHCP for parents/carers to approve. The school has three months to ensure an individual learning plan is in place and will hold an annual review a year after the final EHCP has been issued.

Children with Social, Emotional and Mental Health Needs

A behaviour difficulty is not classified as SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home based experiences we will work with the family to explore options for support. This may involve working with the family and other outside agencies as social care or medical professionals.

If parents and school are concerned that the child may have mental health needs school would 'signpost' parents to their GP or the School Nurse for a possible referral to an appropriate health professional.

If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience. School has a learning mentor who provides this type of support; developing trusting relationships with specific children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place to address bullying concerns as soon as possible.

Roles and Responsibilities

The provision for children with SEND is a whole-school responsibility. The following staff have a key role to play:

Head teacher

- Overseeing the leadership of SEND.

Special Education Needs Co-ordinator (SENDCo)

- Overseeing the day to day operation of the school's SEND policy.
- To review the SEND Policy & Information Report annually.
- Lead annual review meetings.
- Collation of documentation of all children with special needs, including regularly updating the SEN registers and provision maps.
- Implementing, monitoring and assessing programmes for identified children.
- Liaising with parents to ensure their involvement in additional support and target setting.
- Meeting with the all staff on a regular basis to discuss individual pupils, progress data, resources and use of time.
- Working closely with the Headteacher, class teacher, and any outside agency in prioritising children's needs.
- Keeping staff informed of new developments in SEND and organising training where necessary.
- Planning and running meetings with outside agencies.
- Working in conjunction with the class teachers.
- Meeting with SEND Governor/s to report on SEND issues on a regular basis.
- Keeping their own skills updated by reading, researching & attending courses.
- Playing a key role in delivering the strategic development of the SEND policy and provision, to keep up to date with the changes in the Code of Practice and plan strategically for its implementation.
- Attending interviews with parents as necessary.
- Managing Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) and introduce training linked to the School Improvement Plan.
- Designated Looked After Children officer.

▪ ***Dyslexia statement***

At Loxwood School, we define dyslexia, in line with the Rose report (2009), as a learning difficulty which primarily affects rapid and fluent word reading. We recognise that dyslexic type difficulties may present a range of barriers to learning, including the development of phonological awareness, verbal memory, working memory and verbal processing.

We are committed to the early identification and support of children with dyslexic type difficulties, and ensure that our school provides a positive and supportive learning environment for children with dyslexic difficulties.

In order to support this, our identification and support of these children falls into the established cycle of Assess-Plan-Do-Review outlined in the Code of Practice for SEND (2014) and ensures that the needs of children identified are primarily met by adapted classroom teaching. We ensure that the needs of children with dyslexic type difficulties are met in the following ways:

- Creating classroom environments with appropriate, accessible resources (eg. Dyslexic friendly reading books, reading rulers). Children are seated near the front of the classroom with clear view of the board. They may need a copy of the presentation printed for them.
- Ensuring children have access to appropriate support materials and strategies in the classroom to achieve the learning outcomes for their year group.
- Ensuring access to technology to support the development of reading and writing (eg. Clicker 7).
- Offering ongoing professional development to teachers and support staff..

Class teacher

- Teaching the range of pupils within their class effectively across the curriculum areas through adapted and scaffolded planning and implementation.
- Identifying children who need special education and informing the SENDCo of concerns.
- Putting in place, with the co-operation of the SENDCo, any special arrangements in school to meet children's needs.
- Showing the monitoring and assessment of SEND pupils (and other vulnerable groups) on planning and class action plans.
- Keeping parents informed of the child's progress, any concerns and action to be taken.
- Drawing up and implementing any Individual Learning Plans (ILPs) and reviewing them half-termly, in consultation with the child and their Parents/Carers. Also with the SENDCo and outside agencies where appropriate.
- Informing Teaching Assistants (TAs) of agreed strategies to help particular children and ensure TAs are supporting pupils in their class as directed.

Teaching Assistant (TA)

- Carrying out activities and learning programmes planned by the class teacher and the SENDCo, both in class or by withdrawing small groups/individuals where appropriate.
- Sharing in the assessment and intervention work.
- Keeping records as requested by the class teacher/SENDCo.
- Assisting the class teacher in the implementation of ILPs.
- Attending relevant training for children with SEND where appropriate.

The Governing Body

- Appointing a "responsible person" to act as liaison between the SENDCo and Governing Body; this may be the Headteacher or Governor with responsibility for SEND.
- Having an up-to-date knowledge about the school's SEND provision, including funding.
- Ensuring that the SEND Policy is implemented and that the necessary provision is made for any pupil who has special educational needs.

- Ensuring that the SEND policy is subject to regular monitoring, evaluation and review.
- Reporting annually to parents on the implementation of the school's SEND policy.
- Ensuring that the Code of Practice and Disability Discrimination Act is followed when carrying out their duties towards all pupils with SEND.
- Ensuring that an appropriate proportion of the school's budget is allocated to meet identified individual needs.
- Ensuring that SEND provision is an integral part of the School Improvement Plan.

Partnership with Parents and children

Loxwood School aims to have good and informative relationships with all of our parents and carers. If a child is experiencing difficulties, parents will be informed either at parents' consultations or during informal meetings to discuss the child's progress. This allows any parental concerns to be recorded and acted upon. Parents will be informed if their child is to take part in any intervention and seek their permission to contact outside agencies. Parents can also contribute by ensuring their children attend school regularly, informing the school of any problems/ concerns related to the child/family, supporting the ILP/provision at home where appropriate, attending meetings where their views and comments will be valued, helping their child to cope with school life, e.g. bringing the necessary equipment, supporting the school's homework policy. The school will make appropriate arrangements communicating to parents who may have communication problems.

Loxwood School's Local Offer and SEN Information Report can be found on our website.

Transition

On joining Loxwood Primary School, any pupil with identified needs will be made known to the SENDCo and their information and provisions will be continued into their new class as appropriate.

Pre-schools

The Reception teacher liaises with feeder settings in order to gather relevant information about children who will be joining our school. On occasions, the SENDCo will visit the settings along with Reception teacher. The children come to school for two play sessions prior to starting school. Additional transition visits can be arranged to ensure children have a smooth start at Loxwood.

Secondary School

As pupils on the SEND register progress to Year 7, the SENDCo will liaise with the various receiving schools. The school will ensure that all relevant SEND records are passed on to the secondary school on transfer, the secondary SENDCo will be invited to the Year 6 Annual Review for children with EHCPs and a visit is made by the SENDCo of the Weald School to discuss Year 6 pupils with SEND prior to the children transferring. Children with SEND have the opportunity for extra visits to the secondary school as part of their transition plan.

Transfer to and from other schools

Loxwood School will ensure that all relevant SEND records will be transferred when children change schools. If children have transferred from schools within the county, the SEND records are transferred. If children have transferred from out of county, details are transferred on to Additional Support Record documentation.

Storing and managing information

All SEND documents are stored in a locked filing cupboard. All staff are told to read the confidentiality policy and to adhere to this.

Audit

SEND provision is monitored and evaluated by pupil, parent, staff and governor views.

The success of the education and support given to children with SEND will be evaluated as follows:

- That pupils are being clearly identified with special educational needs as early as possible.
- That teaching follows the 'assess, plan, do, review' format, with pupils being assessed informally and formally and the information is used to devise action and targets (on IEPs where appropriate). Involvement and assessment by outside agencies (e.g. Educational Psychologist) also takes place.
- That the provision made in school matches the needs of the pupils and allows the pupil to make progress.

Comments, Compliments and Complaints

Class teachers at Loxwood School will work closely with parents at all stages in his or her child's education and should always be the first port of call in case of any difficulty. If a parent wishes to make a comment, compliment or complaint about any aspect of provision for their child's needs, in addition to the class teacher, they will need to speak to the SENDCo by contacting our school office and arranging a meeting. The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure, which can be found on the school's website.

This policy should be read in conjunction with the following policies: accessibility, admissions, anti-bullying, behaviour, equal opportunities, managing medicines in school, teaching and learning, positive restraint. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

West Sussex Local Authority Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at localoffer@westsussex.gov.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)