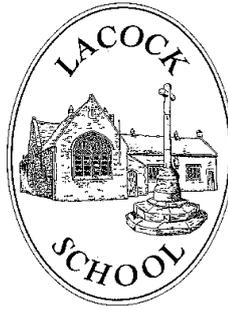


Lacock CE (VC) Primary School



Special Educational Needs / Disability (SEN / D) Policy

Status	Draft	
Date adopted by governing body:	September 2019	
Review Date:	September 2020	
Revision History:		Date
Created by	Claire Cursiter (SENCo)	Oct 2015
Reviewed	Claire Cursiter	2016
Reviewed	Claire Cursiter	2017
Reviewed	Claire Cursiter	2018
Reviewed	Claire Cursiter	September 2019

Chair of Governors: _____ Date: _____

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

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN information Report Regulations (2014)
- The National Curriculum in England Key Stages 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the SENCO of Lacock CE (VC) Primary School, along with the SEND Governor and in liaison with the Senior Leadership Team. All staff and parents of children with SEND are entitled to make an input to this policy and any future SEND policies.

The SENCO of Lacock CE (VC) Primary School is Mrs Claire Cursiter (National SENCO award). Please contact via the School Office (01249 730271) or email senco@lacockprimary.org. The Governor with responsibility for SEND is Liz Banister.

Lacock CE (VC) Primary School offers high quality teaching for all children, differentiated for individual pupils, including pupils who may have additional needs. This policy reflects the changes made in the SEND Code of Practice 0-25 guidance.

Aims and Objectives

Our aim is to raise aspirations and an expectation for all pupils with SEND. Lacock CE (VC) Primary School provides a focus on outcomes for children and not just hours of provision / support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional disability needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs and a Graduated Approach to SEND Support

The Code of Practice outlines four broad categories of need. These are communication and interaction; cognition and learning; social, emotional and mental health issues; and sensory and/or physical needs.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying

what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools. (The references section under chapter 6 in the SEND Code of Practice 2014 has a link to the DfE published guidance.)

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and

Adults guidance published by the Department of Health. (The references section under chapter 6 in the SEND Code of Practice 2014 has a link to the DfE published guidance.)

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupils are only identified as SEND if they do not make adequate progress once they have had interventions and good quality personalised teaching. 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. At Lacock CE (VC) Primary School teachers, the senior leadership team and the SENCO regularly review 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 teachers' knowledge of the SEND most frequently encountered.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEND support.

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions are put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

The school decides to make special educational provision by involving the teacher and SENCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For more complex needs there are arrangements in place to draw on more specialized assessments from external agencies and professionals.

The decision to place pupils on the SEND register is taken by applying the **ASSESS-PLAN-DO-REVIEW cycle**.

Assess: In identifying a child as needing SEND support the teacher and SENCO will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and their previous progress and attainment. It will also draw on the views of the parents and the child and, if relevant, the advice from external support agencies.

Plan: Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENCO will agree, in consultation with the parents and the pupil, the interventions and support to be put into place.

Do: The class teacher will remain responsible for working with the pupil on a daily basis. The SENCO will support the class teacher in advising on the effective implementation of the support.

Review: The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher and the SENCO will revise the support in the light of the pupil's progress and development.

Managing pupils on the SEN register

The provision required for each pupil will be specific to that pupil's needs, and where possible school will seek and follow advice from additional professionals such as, Occupational Therapists, Physiotherapists, Pediatricians and Specialist Teachers. At this stage it may be suggested that a My Support Plan is advisable, enabling all parties working with the child to meet together and ensure a cohesive approach towards best meeting the needs of the child.

The teacher holds the responsibility for evidencing progress according to the outcomes described in the pupil's Education, Health Care Plan, My Support Plan or Communication Passport. The teacher/SENCO keeps this up-to-date and reviews up to three times a year. The relevant plans and outcomes are shared and discussed with parents and carers at parent's evenings. Pupils will be involved with this process through pupil voice.

Criteria for exiting the SEND register

If the provision put in place to support a child on the SEND register is no longer required and Quality First Teaching is resulting in progress being made, then an individual may be removed from the SEND register. This will be in consultation with parents and other professionals involved with the child's learning.

Supporting Pupils and Families

The Wiltshire Local Offer (<https://www.wiltshirelocaloffer.org.uk/>) can be used by parents and staff as a guide to Local Authority provided provision. Lacock CE (VC) Primary School sets out how it makes provision for those on the SEND register through its SEND Information Report which can be found on the website www.lacock.wilts.sch.uk or from the school

office. Lacock CE (VC) Primary School can access a Parent Support Advisor (PSA) who can offer advice and support through telephone, e-mail and face-to-face meetings.

Arrangements are made to support those with SEND to access exams. Mr. Hearn and Mrs. White share the Assessment Coordinator's role.

Enhanced transition between classes and settings is provided for children on the SEND register. Extra visits, photos, and a transition book help children to feel secure. Passing on important information such as medical conditions of pupils is part of the transition process (see the Medical Conditions of Pupils policy).

Supporting pupils at school with medical conditions

Lacock CE (VC) Primary 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 PE. Some children with medical conditions may be classified as disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement/EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Lacock CE (VC) Primary School also has a medical conditions policy which should be followed in conjunction with the SEN policy for those children who have a medical condition and SEND.

Monitoring and evaluation of SEND

At Lacock CE (VC) Primary School we carefully and regularly monitor and evaluate the quality of provision we offer to all pupils, including those on the SEND register. This is carried out through staff consultations, meetings with parents and pupil voice. The SEND Governor meets with the SENCO three times a year to monitor and evaluate provision for children with SEND and reports to the Governors' Education Committee and to the Full Governing Body. This process provides regular evaluation and monitoring arrangements that promotes an active process of continual review and improvement of provision for all pupils.

Training and Resources

The majority of children with SEND are supported within the main school budget. Children with Education Health and Care Plans (EHCPs) may have additional funding allocated from the Local Authority according to the band identified for their SEN support.

Training needs of staff are identified through the school's appraisal system, in conjunction with teacher / SENCO meetings and staff meetings throughout the year. In order to maintain the quality of teaching provision for all pupils, staff are encouraged to undertake training and development.

All teachers and support staff undertake induction in taking up a post and this includes a meeting with the SENCO 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 SENCO regularly attends the Wiltshire SENCO network meetings, Chippenham SENCO cluster meetings and MAF (Multi-Agency Forums) in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The SEND Governor has the responsibility of monitoring SEND provision across the school and meets regularly with the SENCO.

Mrs White (assistant head teacher) is the line manager for all teaching assistants (TAs), including those who work with individual children with SEND.

Mr Richard Hearn (head teacher) and Mrs Ann White are the designated safeguarding lead and deputy lead.

Mr Richard Hearn (head teacher) is responsible for managing the funding for pupil premium children and looked after children.

Mr Richard Hearn (head teacher) and Mrs Lucinda Prater (admin officer) are responsible for managing the medical needs of pupils.

Storing and Managing Information

All documents relating to pupils with SEND or medical conditions are kept securely in a locked filing cabinet or in teachers' cupboards. Information stored electronically is protected by passwords and / or encryption. Parents / carers are copied into reports and information relating to their child's needs. Parental consent must be obtained before any outside agency is involved in a pupil's learning and high standards of confidentiality are maintained. Lacock CE (VC) Primary School is registered with the Information Commissioners Office.

Reviewing the policy

The SEND Policy will be reviewed annually in liaison with all the stakeholders.

Accessibility

Equality legislation places a duty on all schools and LAs to increase, over time, the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual setting; a copy of the plan for Lacock CE (VC) Primary School can be found in the office.

Lacock CE (VC) Primary School conducts regular Health and Safety Checks. These also consider the current accessibility arrangements.

Dealing with Concerns / Complaints

If there is a concern, the channels for discussion are:

- The class teacher
- SENCO
- Head Teacher
- SEND Governor

Lacock CE (VC) Primary School has a Complaints Policy published on the website. Further assistance will be offered for parents who are considering going to a tribunal. (See Local Offer for more support and information)

Bullying

Lacock CE (VC) Primary School publishes an Anti-Bullying Policy which can be viewed on the website. We offer increased support for our more vulnerable learners. This support will vary according to the needs of each child and can be 1:1 support or group support. Pupils with communication and interaction difficulties are offered support to understand their perception of bullying and all complaints are always investigated.

Lacock CE (VC) Primary School can access pastoral care through the Mentoring Scheme and the Time to Talk counselling service. We can also access the services of a Parent Support Advisor.

The PSHE curriculum covers the subject of bullying and helps pupils learn resilience. Pupils can belong to a school council and they are active in supporting an anti-bullying week each year. Classes may make use of 'worry boxes' or similar ways to allow and encourage children to share concerns.

In ICT children are taught about internet safety and books are available to alert pupils to the dangers of cyber bullying.

On the playground there is a dedicated area for pupils who need a quiet space to play.

Further Information

- The SEND Information Report is published on the website
- The Local Offer provides comprehensive information for Staff, Parents and Pupils (there is a link on the SEN Information Report)
- The SEND Code of Practice 2014 is available online and a hard copy is available for reference in school
- All policies that have been referred to are held as hard copies in the office and available for viewing