



Special Educational Needs and Disability (SEND) Policy

Reviewed	Reviewed: September 2015, February 2015, September 2014, 2013, 2012
Agreed by Governors	November 2017
Next review	September 2018 or earlier if changes are made to legislation.

The Special Educational Needs Co-ordinator: Miss Allanson.

Qualifications

BA English (Hons) QTS

Masters in Inclusive Education.

SEN Governor: Miss Lobley.

1. Introduction

This policy document was written after consultation with the teaching staff and the Governor with responsibility for Special Educational Needs and was presented to the Governing Body in the Spring Term 2015. The policy was shared with Parents and a copy is available via the school website or on request from the school office. It will be reviewed yearly.

It is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs. It has been written with due regard to the requirements of:

- Special educational needs and disability code of practice: 0 to 25 years (2014)
- Children and Families Act 2014
- The Equality Act 2010

This SEND Policy should be read in conjunction with:

- SEND Code of Practice (2014) and the Revised SEND Code of Practice (2015)
- Assessment Policy
- Equal Opportunities Policy



- EYFS Policy
- Health and Safety Policy
- Inclusion Policy
- Outdoor Learning Policy
- Safeguarding Policy

2. Aims and Objectives

2.1 Leconfield School believes that:

- Every teacher is a teacher of every child including those with SEND.
- Early identification and support is important.
- It is important to raise the aspirations and expectations of all children with SEN.
- It is important to focus on outcomes for children and young people and not just hours of provision/support.
- We must create an environment that meets the Special Educational Needs of each child.
- A child with SEN should (where it is in the child's interests) have the opportunity to learn and play with peers of the same age.
- A child with SEN should have the chance to participate fully in the extra-curricular life of the school.
- Whenever possible the Special Educational Needs of children should be met in a mainstream school.
- The views of children should be sought.
- Parents have a vital role in supporting their child's education. Their views should be sort.
- Children with SEN should be offered full access to a broad, balanced and relevant curriculum, including an appropriate curriculum for the EYFS and National Curriculum.

2.2 Leconfield School will:

- Identify and provide for pupils who have special educational needs, disabilities and additional needs.
- We will make reasonable adjustments (when appropriate to meet the needs of children with SEND).
- To work within the guidance provide in the SEND Code of Practice (2014).
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.



- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with children with SEND.

3 Identifying Special Educational Needs.

The SEND Code of Practice (2014) states that:

"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 of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a 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 in mainstream schools." (page 15)

At Leconfield School we endeavour to identify the Special Educational Needs of a child at the earliest point so that we can plan the action the school needs to take rather than fitting a child into a category.

There are four categories of need identified in the SEND Code of Practice (2014):

- Cognition and Learning
- Communication and interaction
- Social Emotional and Mental Health
- Sensory, Physical, Medical

At Leconfield School we endeavour to meet the needs of the whole child. We realise that children may have needs in relation to more than one of the categories. We believe that purpose of identification is to work out what action we need to take rather than to fit a child into a category. Also at Leconfield School we consider the needs of the whole child which will include not just the Special Educational Needs of the child.

Children will not necessarily be identified as having SEND solely on the following grounds:

- Behaviour
- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)



- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Leconfield School will follow the statutory guidance stated in the SEND Code of Practice (2014).

4. A Graduated Response to SEND

High quality differentiated teaching is the first step in responding to children who may have Special Educational Needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

All class teachers are responsible for the initial identification and assessment of SEND. They also have responsibility for its provision within the classroom and when pupils access support from teaching assistants or specialist staff.

Teachers are responsible and accountable for the progress of pupils within their class. Class teachers are responsible for keeping parents up to date about their child's progress.

All classes have an additional needs folder which contains information regarding the support for children on the SEND Register. It is the class teacher's responsibility to keep the records contained in the additional needs folder up to date.

The Headteacher monitors and evaluates the quality of teaching provision for all children including those with SEND and children who are at risk of underachievement. This includes reviewing and, where necessary improving teacher's understanding of strategies to identify and support vulnerable children. The SENCO supports this process when necessary.

Class Action

If a class teacher identifies a child whose needs are not met through normal class differentiation and support they will inform the parents and consult the SENCO. At this stage the SENCO will consider class assessment data, National Expectations and other evidence before deciding on a course of action. If appropriate the SENCO will ask the class teacher to inform the parents/carers



that in-house assessments or observations will be conducted. Also, following advice from the SENCO the Class Teacher will keep the parents informed about the targets, strategies and interventions using the Class Action proforma . The SENCO will continue to advise the class teacher and discuss provision and progress. Parents are welcome to discuss any issues with the SENCO.

It is the Class Teacher's responsibility to review the provision and progress of children at Class Action with the Parents and SENCO on a termly basis. Children at Class Action are not on Leconfield School's SEND Register.

5. Managing Pupils on the SEN Register.

The SEND Code of Practice (2014) sets out a two stage approach.

SEN Support

If it is decided that the provision needed to meet a child's needs is 'additional to and different from' the majority of children we will follow the SEND Code of Practice (2014). Leconfield School will:

- draw up a SEND Support Plan between the Class Teacher, Parents, SENCO and child.
- ensure the SEND Support Plan is outcome focussed and will identify provision, strategies and interventions that is additional and different from the normal differentiated curriculum.
- follow a assess - plan - do - review cycle.
- invite Parents to a meeting to review the progress and provision once a term. Parents will be invited to additional meetings if necessary.
- [Seek the views of the child and communicate clearly with the child using a Pupil Profile and a Pupil Passport as appropriate.](#)

The Class Teacher is responsible for the child's progress and provision. The Class Teacher will:

- follow the SEND Support Plan.
- use the SEND Support Plan to write the child friendly version 'My Learning Goals' with the child and seek the child's views.
- evidence and track progress according to the outcomes identified on the SEND Support Plan (using the SEND Support Observation Sheets).
- review SEND Support Plans at least every half term or earlier if the outcomes have been achieved.



- Inform the SENCO when a child achieves their outcomes during the weekly staff meeting or if additional support and advice is needed.
- Keep parents fully informed and take the lead during review meetings supported by the SENCO.

Where procedures through the support plan have not precipitated satisfactory progress, the SEN Co-ordinator may request further support and advice from outside agencies e.g. Speech and Language, Educational Psychology and the School Nurse etc...

Parents' views and consent will be sought for referrals, and they may well be asked to attend a formal meeting. Other agencies/professionals who have had an involvement with the child may also have their views sought. When appropriate the SENCO will arrange multi-agency meetings.

Education Health Care Plans (EHC Plans)

This stage is identified by the code, as where the LEA takes the lead in assessing pupils and providing/reviewing EHC Plans.

The SENCO will be responsible for the completion of all relevant paperwork at all stages. Appropriate consultation will be made with all professionals involved with the child.

Statutory Assessment:

In a very small number of cases the LEA will need to make a Statutory Assessment of Special Educational needs and consider whether to issue an EHC. Statutory assessment will not always lead to an EHC as information gathered may indicate that the school can meet the child's needs without the needs for any special educational provision to be determined by the LEA through an EHC. A request for statutory assessment can be made by school, the child's parent or by a referral from another agency (e.g. Health Authority or Social Services). After an EHC has been made, the LEA must review a child's progress at least once a year.

The Annual Review will:

- i assess the child's progress towards meeting the outcomes specified in the EHC and collate and record information which the school and other professionals can use in supporting the child
- ii assess the child's progress towards meeting the targets agreed when the EHC was made, in the case of the first annual review; and the targets set at the previous annual review, in the case of all other reviews
- iii review the special provision made for the child, including the appropriateness of any materials provided, in the context of the National Curriculum and associated assessment and reporting arrangements. The school should provide a



profile of the child's current levels of attainment in the different subjects of the National Curriculum and particular reference should be made to any modifications necessary to ensure full access to the National Curriculum. Where the EHC involves a modification or disapplication of the National Curriculum, the school should indicate what special arrangements have been made for the child.

iv consider the continuing appropriateness of the EHC in the light of the child's performance during the previous year and any additional special needs which may have become apparent in that time and thus consider whether to cease to maintain the EHC or whether to make any amendments, including any further modifications or disapplication of the National Curriculum and

v if the EHC is to be maintained, set new outcomes for the coming year, progress towards those targets will be considered at the next annual review.

Transitional Arrangements

Provision for children who currently have a Statement of Educational Needs will continue. Annual reviews will take place at least once a year until the Local Authority replaces the Statement with an EHC Plan. The SENCO will discuss transitional arrangements with Parents as part of the Annual Review.

6. Resources and Training:

Funding for SEN is received through the General School Budget. In some instances there is additional top up funding for individuals provided by the Local Authority through a Statement or Educational Health Care Plan.

Funding is used to provide support for children with SEN and the provision of appropriate learning and teaching materials. Additional support, equipment and materials are identified on SEND Support Plans.

Training to support all children with SEND is a priority for all staff and is an ongoing process. Training is identified through the School Development Plan and SEN Action Plan. The SENCO supported by the Headteacher and Assistant Headteacher advises all staff about procedures and strategies.

7. Roles and Responsibilities.

The Governing Body and SEN Governor

The governing body will, in co-operation with the Head Teacher, determine Leconfield School's policy and general policy and approach for children with SEN.

They will:

- establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- report to parents annually on the school's policy on SEN.



The Headteacher

The head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The head teacher will:

- keep the governing body fully informed of how the funding allocated to support Special Educational Needs has been employed including the provision for children with statements of special educational needs.
- work closely with the school's SEN Co-ordinator.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO, working closely with the head teacher, senior management and fellow teachers should be closely involved in the strategic development of the SEN policy and provision.

In our school the SENCO:

- co-ordinates the provision for and manages the responses to children's special needs.
- supports and advises colleagues.
- works in partnership with parents and invites them to attend a meeting to discuss their child's progress every term.
- maintains the school's SEN register.
- contributes to and manages the central records of all children with special educational needs.
- manages the school-based assessment and completes the documentation required by outside agencies and the Local Authority.
- acts as link with external agencies and makes referrals when appropriate.
- maintains and manages resources and a range of teaching materials to enable appropriate provision to be made.
- monitors and evaluates the special educational needs provision and reports to the governing body.

8. Liaison with other schools.

Liaison between feeder settings and Early Years and Foundation Stage team at Leconfield Primary takes place before each intake to ensure all needs are catered for.



Year 6 staff, SENCO and Inclusion Co-ordinator and Child Protection Co-ordinator liaise with secondary schools to help ensure a smooth transition for all children.

All class teachers, SENCO, Inclusion Co-ordinator and Child Protection Co-ordinator liaise with other schools when children transfer to and from Leconfield School as appropriate during the academic year.

9. Admissions Policy

Children with Special Educational Needs are admitted to school in accordance with our whole-school admissions policy. We are an inclusive school (see admissions policy and inclusion policy).

10. Supporting Pupils and Families

At Leconfield School we understand the importance of working in partnership with pupils, parents and families. We invite Parents to review meetings and encourage them to share their views. Parents are welcome to discuss issues with the Class Teacher, SENCO or Headteacher. Parents can contact the school office to arrange an appointment.

Also support and advice can be accessed through our school website.

On Leconfield School's website:

- there is a link to the Local Offer which will help parents and families access support and agencies in the East Riding or Yorkshire.
- Leconfield School's SEN Information Report.

11. Complaint Procedures.

Any complaint that refers to this policy should be referred to the Head Teacher or Assistant Head Teacher. Only if the Head Teacher is unable to resolve the complaint or the complainant is unwilling to contact the Head Teacher should the complainant invoke more formal procedures by contacting the Chair of Governors. Also a copy of the complaints procedure is available from the school or direct from Education Services at County Hall, Beverley. All complaints regarding the provision for pupils with SEND should be offered mediation prior to any formal proceedings.