

Inclusion and Special Educational Needs and Disability (SEND) Policy

Date agreed by governors.	September 2023
Review Date	September 2025
Policy Written by	Katie Rowley

At Lane End we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe <u>every</u> pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Lane End.

Legislative Compliance



This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Aims of the SEND* policy

The aims of our SEND policy follow the SEND code of practice (2014). At Lane End Primary we will:

- Allow all pupils to be entitled to a broad, balanced and relevant curriculum whatever their individual needs.
- Secure high levels of achievement for all
- Meet individual needs through a wide range of provision
- Attain high levels of satisfaction and participation from pupils, parent and carers
- Ensure all staff to take responsibility for the identification, teaching and inclusion of students with SEND as an integral part of raising standards
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- Work in a cooperative and productive partnership with the Local Authority and other outside agencies

*SEND – Special Educational Needs and Disabilities

Policy Definitions

Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in their learning than the majority of pupils the same age; or
- Make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Have communication and/or interaction difficulties and require specific individual interventions in order to access learning.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age within the area of the local education authority
- Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be taught

Special educational provision means:
For children aged two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the Local Authority, other than special schools, in the area.

Students with medical conditions:
A student who has a medical condition will have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND but there may be an overlap of provision. Where this student also has SEND support for their needs this will be co-ordinated and planned alongside their healthcare plan. (The Children and Families Act 2014, Supporting Pupils at School with Medical Conditions, DfE, September 2014.)

Inclusion Statement

We endeavor to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. We believe that educational inclusion is about equal opportunities for all learners, whatever age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and the achievement of different groups of learners:

- All genders
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Minority ethnic and faith groups, travelers, asylum seekers and refugees

Where appropriate, teachers provide differentiated learning opportunities for all the children within the school and provide materials relevant to children's interests and abilities. This ensures that all children have a full access to a broad and balanced school curriculum. All staff provide an environment which enables every pupil to be safe and healthy as well as setting valuing every individual and enabling them to not only enjoy their learning but to achieve their full potential and work towards ensuring future economic wellbeing.

Roles and Responsibilities

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.

The Special Educational Needs And Disabilities Coordinator (SENDCO) is: Katie Rowley

The SENDCO, in line with the recommendations in the SEN Code of Practice 2014, will oversee the day-to-day operation of this policy in the following ways:

- Working with the head teacher and SEND Governor to determine the strategic development of the SEN policy and provision in the school
- Identifying students who may need SEND provision using specific criteria
- Monitoring and reviewing progress of SEND pupils
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Liaising and sharing information with parents/carers and external agencies regarding SEND pupils
- Advising staff on the graduated approach to providing SEND support
- Being the point of call for external agencies, especially the local authority and its support services
- Ensuring the school keeps the records of all pupils with SEND up to date
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Participating in appropriate training
- Co-ordinating and planning for transition and transfer of SEND information to ensure that students are supported at every stage of their education and are prepared for adulthood

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The SEND Governor is responsible for:

- Ensuring the implementation and monitoring of the SEND policy
- Helping to raise awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Working with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Ensuring SEND us central to the School Evaluation Form
- Participating in appropriate training

The Headteacher is responsible for:

- The overall management of the policy and provision for SEND students and ensuring that parents/carers and external agencies are encouraged to have full involvement in the pupils education and learning needs
- Ensure that SEND is integral to the SEF (the school's self-evaluation form) and School Development Plan
- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in school
- Monitoring and reviewing progress of SEND pupils
- Ensuring that the curriculum meets the needs of SEND pupils
- Participate in appropriate training
- Consulting with the Local Authority and other relevant parties where it is appropriate to deliver a co- ordinated approach to SEND provision within the cluster

The class teacher is responsible for:

- The progress and development of every pupil in their class
- Facilitating the pupil to make progress
- Identifying pupils who may need additional intervention and liaising with the SENDCO
- Working closely with learning leaders or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working closely with the SENDCO to regularly review pupil's progress and development and decide on any changes to provision
- Participate in appropriate training

Provision for pupils with SEND

The curriculum at Lane End Primary is broad and balanced and is appropriately personalised for pupils with SEND appropriately according to their need.

Pupils may at times need additional support to remove barriers for learning which may be supported by learning leaders, behaviour support workers and learning mentors. It is everybody's responsibility to be aware of and to support the needs of those SEND students with whom they are involved.

Resources will be allocated through the use of available funding to meet the needs of students.

The SENDCO will co-ordinate the identification and monitoring of pupils with SEND and follow the 'Assess, Plan, Do, Review' cycle alongside class teachers.

Assess:

Pupils who have been identified as having support additional to, or different from, their peers will be assessed by their class teacher. The teacher's assessment and experience of the pupil along with progress and attainment will be used to create a support plan for the pupil. In addition to this parental views, advice from external support services and the pupils own views will also be used.

Plan:

Where it is decided to provide a pupil with SEND support, parents must be notified. The teacher, SENDCO, parents and pupils should agree in consultation what adjustments, interventions and support will be put into place and agree when this will be reviewed. All staff working with the pupil will be made aware of their needs, that outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded within the school's SEND information systems.

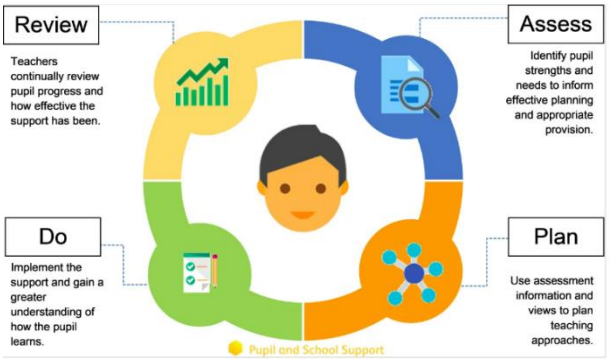
Do:

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, they still retain responsibility for the pupil. They will work closely with any learning leaders or specialist staff involved, to plan and assess the impact of support. The
SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving, seeking further advice and advising on the implementation of support.

Review:

The effectiveness of the support and interventions are reviewed in line with the agreed date. The impact and quality of the support is evaluated by the SENDCO and along with the views of the pupil and their parents. The class teacher will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent, pupils and SENDCO.

Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress the school or parents may consider requesting an Education Health Care Plan.



Educational Heath Care Plans

The vast majority of children and young people with SEND are able to have their needs met within the provision here at Lane End through the school's existing resources. Once the school or setting has taken every possible step available to them to identify, assess and meet the child or young person's needs, if they are still not making expected progress, it may be appropriate at that point to consider requesting an EHC assessment.

An Education, Health and Care (EHC) plan is a legal document for an individual child or young person aged between 0 and 25 years old with Special Educational Needs, which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes. It also contains information about the child/young person's aspirations.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We encourage:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- a focus on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision- making process
- making parents and carers aware of the Parent Partnership services
- providing all information in an accessible way, including, where necessary and if able, translated information for parents with English as an Additional Language

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavor to appropriately and fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified. This will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Raising of concerns

Parents/carers can discuss SEND concerns with the relevant member of staff. This could be the class teacher or the SENDCO in the first instance. Should these concerns not be addressed, it can be escalated to a member of senior leadership.

Here at Lane End Primary we have close links with the following agencies:

Educational Psychology
Speech and Language therapists (Chatterbugs service within school)
Occupational Health
Paediatricians
School Nursing
SENIT workers
STARS Autism workers
Social Care
Physiotherapists

Services for parents

- Educational Psychology Service: Contact Number: 01133951039
- SENIT (Special Educational Needs Inclusion Team): Contact number: 01133951039
- Leeds SENDIASS Information Support and Advice Service https://sendiass.leeds.gov.uk/
- Virtual School for Children Looked After: Contact number: 01133950929

- Information on where the local authority's local offer is published: https://leedslocaloffer.org.uk/#!/directory

