



Policy Library

TITLE:

Special Educational Needs (SEN)

Policy Start Date	September 2021
Policy Review Date	September 2023
Policy Ratified by Local Governing Body Date	
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SEND Code of Practice

The Special Educational Needs [SEN] and Disability Code of Practice: 0 to 25 years, was issued in June 2014, and updated in 2015, for implementation by the Department for Education. It gives clear guidance to education settings for identifying, assessing and providing help for children with special educational needs. It sets out the processes and procedures that all organisations must follow to meet the needs of individual children.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426272/SEND-code-of-practice-0-to-25-years-2015.pdf)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sandwell that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definition of SEND

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act (2014) and the SEND Code of Practice (2015).

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) Above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four areas of need that children may need additional support with as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Lightwoods, a child is deemed to have a special educational need (or a significantly greater difficulty) if they are working well below their chronological age, and they require provision that is additional to or different from the provision that is being made for children of their age.

Mission statement

Our school focuses on the values of improving children's self-awareness, through warmth, resilience and collaboration, so that everyone strives towards excellence.

At Lightwoods Primary Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

We aim to provide a happy, stimulating and secure environment which will enhance its children's desire to learn and help them to find satisfaction and achievement in their work through the development of skills, concepts and knowledge. We aim to ensure that our pupils are given appropriate support and are fully integrated into all school activities.

We will involve parents in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

Objectives

- To enable **class teachers to fulfil their responsibility for children with special educational needs** in class and build on class teachers' knowledge of those children thus improving teaching and learning.
- For staff members to **identify the needs of pupils with SEN as early as possible**. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress** of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **To identify and assess** the individual needs of all children and provide an appropriate curriculum that is broad and balanced.

- To make **appropriate provision to overcome all barriers to learning** and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child to provide for the child's individual needs. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include School Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams. To promote self-worth and enthusiasm by encouraging independent learning and maintain a positive outlook throughout the school and boost children's self-images through encouragement, praise and positive teacher expectation.

2. Responsibility for the coordination of SEN provision

- The Principal will have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The person responsible for overseeing the provision for children with SEN is Rob Matthews.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. The people co-ordinating the day-to-day provision of education for pupils with SEN are Wendy Jackson [SENCO] and Kate Bennett (Assistant SENCO)

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Lightwoods Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their ITP's.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Sandwell's SEND Local Offer and Lightwoods Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Parents are invited to speak to the staff about any concerns when the child is admitted. If a new pupil has been identified as having special educational needs, they are not treated differently from any other admission.

Lightwoods Primary Academy supports the statutory guidelines in the Special Educational needs and disability code of practice: 0 to 25 years [2015]. The Governing Body has three key duties towards disabled pupils, under Part 4 of the Disability and Discrimination Act.

Lightwoods Primary Academy supports the statements made and our aims are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils
- Increase the extent to which disabled pupils can participate in the school curriculum

- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Pupils, staff and parents at Lightwoods Primary Academy will not be discriminated against regardless of their age, race, sex, gender or disability.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

8. SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

- **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

9. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment

Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. An EHCP will be provided if the LA considers the child requires provision beyond what the school can normally offer. The EHCP is a legally binding document which includes details of learning objectives for the child. It must be reviewed annually where parents and all professionals involved with the pupil will be invited to attend.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.sandwell.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0121 569 8240

or by contacting the Parent Partnership Service SENDIASS on: 0121 500 4010

10. Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

11. Access to the curriculum, information and associated services

Lightwoods Primary Academy adopts the ethos that every child is entitled to a broad and balanced curriculum. To support children's learning to enable them full access to the curriculum measures are put in place as follows:

- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.
- Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that effective WAVE 2 and 3 interventions are identified through provision monitoring.

- We set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

Early Years Foundation Stage

In assessing progress of children in the early years, we will use the non-statutory Early Years Outcomes guidance as a tool to assess the learning and development of a child at expected levels for their age, these include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Identification of barriers to learning at this stage is crucial. “It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.” Early years: guide to the 0 to 25 SEND code of practice; 2014” The school will liaise with the Pre-school and day-care provision to enable an effective transition. The SENco will ensure policy and practice is continuous and young children with SEND are fully supported.

12. Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school’s policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaires, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision map, which

are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

14. Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register. The Class Teacher will continue to monitor the progress of these pupils to make sure there is no deterioration of progress post intervention.

15. In service training (CPD)

It is important that the school delivers effective intervention to pupils with SEND and that all staff are aware of their pupil's individual needs. With this in mind, it is the SENDCO's role to:

- Undertake training for the delivery of new intervention strategies
- Train support staff or commission external training to effectively deliver intervention
- Identify courses for staff to attend which will promote effective learning for pupils with SEND Areas for development will be included in the school's improvement plan.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

16. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

17. Children's Involvement

Children will be asked how they can improve their own learning and their opinions and needs will be taken into consideration. Children will be involved in discussions about their own targets and will be involved in decision making and self-evaluation when appropriate.

18. Working in partnerships with parents

Lightwoods Primary Academy is committed to working in partnership with parents, children, and other members of the school community, as well as outside agencies to provide for the needs of every child. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education. Lightwoods Primary Academy believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEN Governors may be contacted at any time in relation to SEN matters.

19. Links with other schools

The school works in partnership with the other schools in Shireland Collegiate Academy Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

20. Links with other agencies and voluntary organisations

The school has many links with outside agencies. When a concern about a pupil has arisen it is the SENDCO's role to:

- Contact parents and inform of pupil's needs
- Complete a consultation request form (consent needed from parents)
- Keep parents informed of outcomes following the visit from the agency

Lightwoods Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Sandwell Education Psychology Service
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)

- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

21. Supporting Transition

On entry to Nursery, a transition programme will be put into place for identified children with SEND. This will involve home visits from the school staff and meeting with all outside agencies involved. Any reasonable adjustments are made to the school environment to ensure a smooth transition between phases of education. At all transition points throughout the school, meetings are held between class teachers to discuss and prepare for individual children's needs. If a child were to move school all relevant information would be passed on to the receiving school. In preparation for transition to High School, in line with the Code of Practice (2015), transition meetings are held at the appropriate times to discuss arrangements for the next phase of education. Children will also be given the opportunity to spend time in their new setting. Meetings between teachers, SENco and the SENco from the High Schools will enable information to be shared.

22. SEND Information Report

The school will ensure that the SEND information is accessible on the school website. The school has a legal duty to publish information on the website about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

23. Complaints procedure

Parents are encouraged to contact the class teacher in the first instance and arrange a convenient time to discuss any concerns. A meeting with the SENDCo may also be appropriate. As far as possible, these concerns would be addressed within school. When concerns cannot be resolved within this framework, parents may appeal via the governors of the school.

24. Policy Review

The Special Educational Needs Policy will be reviewed every 2 years as part of the review process which will inform the school's improvement plan.

Reviewed September 2021