



Leamington Federation **Sydenham Primary School and Lighthorne Heath Primary School** **Special Educational Needs and / or Disabilities (SEND) Policy**

Introduction

This policy is for the reference of staff, parents, governors, LA advisors, and inspectors.

It has been updated by Karen Pressey (SENDCO) in consultation with the staff, school senior leaders and governors and will be reviewed in line with the school's Learning Improvement Plan.

Sydenham and Lighthorne Heath Primary Schools are committed to providing a high quality education for all our pupils. We believe that pupils are entitled to a full, broad and balanced curriculum, including those with special educational needs and / or disabilities.



UN convention on the Rights of the Child.

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

Objectives of the SEND Policy

- To ensure that all children, whether or not they have SEND, have access to a broad and balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure the early identification, assessment and provision for any child who may have special educational needs and/or a disability.
- To enable all of our children to reach the highest levels of achievement of which they are capable and to optimise their self esteem.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To seek and take into account the views of the child and their parents or carers.
- To follow the SEN Code of Practice (2014).

Equal opportunities

At Sydenham and Lighthorne Heath Primary Schools, the Special Educational Needs and Disability Provision set out in this policy is available to **all** pupils.

Definition of Special Educational Needs

The Code of Practice 2014 states the following as a definition of Special Educational Needs:

A child or young person has SEND 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.

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

SEND provision in school

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. The school will follow the Assess, Plan, Do, Review model highlighted in the 2014 Code of Practice to ensure that this provision both meets the needs of the individual child, is having the desired impact and remains relevant to the child.

Staff Responsibilities

The role of the SENDCo:

Key responsibilities:

- Overseeing the day to day operation of the schools SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Managing support assistants.
- Overseeing records for children with special educational needs or disabilities.
- Liaising with parents of children with special educational needs or disabilities.
- Contributing to the in service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The role of the class teacher:

All teachers are teachers of children with special educational needs. Teaching such children is the responsibility of all class teachers.

- The class teacher should be involved in the development of the schools SEND policy and be fully aware of the schools procedures for identifying, assessing and making provision for pupils with SEND.
- To assist in the identification of children with special educational needs and seek advice where necessary.
- To meet the needs of all children including those with special educational needs and/ or disabilities.
- To ensure that work is suitably differentiated for ALL pupils.
- Ensuring appropriate intervention strategies are in place and sufficient records are kept.
- To be responsible for involving pupils and their parents/ carers in the SEND process within school.

The role of SEND Governors:

The SEND governors are responsible for monitoring the SEN provision throughout the school and reporting to the Governing Body.

The named SEND Governors are Andrew Bayley and Helen Adkins.

Training available to staff

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), Speech and language difficulties, Attachment difficulties and medical training.
- Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AoT).

Identification, Assessment and Provision

Class teachers use assessment of part of their daily teaching in school. This is monitored by members of the Senior Leadership Team at least termly. Where it is identified that a child is experiencing a significant difficulty in their learning or other area of development and that these needs cannot be met through normal classroom practice, it may be appropriate to add that child to the SEND register. At this point teachers will work with the child and parents/ carers to ensure that planning to meet these needs is put in place and if necessary further advice sought.

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Children identified as having SEND will have their need met through various 'waves' of support at school. Pupils benefitting from a significant amount of such support will be referred to as receiving 'SEND support'.

Wave 1:

This will include within whole class lessons where teaching is tailored to meet the needs of all pupils, this will include matching questioning to a child's ability, providing differentiated materials and additional resources, use of adult support within the classroom and ongoing classroom management strategies to

support a child or children.

Wave 2:

A child with SEND may also participate in additional learning opportunities through intervention sessions as part of a group. Here targets are set and learning opportunities provided to enable a child or group of children to achieve targets. These interventions are reviewed termly.

Wave 3:

Where necessary, the school will work with outside agencies or specialists to support the learning of a child with SEND. The school benefits from support from a number of agencies including Early Intervention Service (EIS), Integrated Disability Service, Educational Psychology Service, Health, School Counsellors, Children's Services and Parent Partnership. Where this support is accessed it may be necessary to implement a tailored personal support programme for an individual, which may be implemented through daily class lessons, through group support or through individual adult led sessions in school. The class teacher (supported by the SEND Team) remains responsible for the short term planning and assessment of these sessions.

Permission from parents or carers will be obtained before liaising with external support services.

The SEN Code of Practice 2014 outlines the following as broad areas of need for which additional SEND support may be necessary:

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

Education, Health and Care needs assessments and plans

Where a request for statutory assessment (formerly referred to as a Statement of SEN) is made by a school to the LA, the child will have demonstrated significant cause for concern.

The LA will seek evidence from the school that the child in question has been supported for a reasonable amount of time without successes and that a number of strategies have been put in place.

The LA will also need clear information about the child's progress over time, documentation relating to strategies in place to deal with the child's individual needs including and special resources and arrangements that are put in place. Reports from any external agencies involved with that child will also be requested.

The LA will decide whether an Education, Health and Care plan is necessary or whether the child's needs can be met at through additional SEND support within school.

As a school we will liaise with parents throughout this process.

Education, Health and Care plans

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

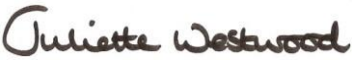
Where an EHC plan is issued, the local authority will consider how best to achieve the outcomes sought for the child show how education, health and care provision will be co-ordinated wherever possible to support the child to achieve these outcomes. The school and other agencies must demonstrate that they are working towards the outcomes highlighted in the plan and can evidence the impact of this support on the child's attainment and progress.

Roles and responsibilities

The school governors oversee inclusion and work with staff to ensure that the policy is successful, effective and updated.

The Executive Head Teacher, SENDCo and Senior Leadership Team will monitor the policy and oversee its implementation throughout the school.

It is the responsibility of all staff to promote and maintain an inclusive ethos within the school.

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| This policy was ratified: | September 2022 |
| And will be reviewed: | September 2023 |
| Signed by the Head teacher: |  |
| Chair of Governors: | Richard Butler |