

Lander Road Primary school SEND policy 2024-2025

Rationale

At Lander Road Primary school, we aim to foster each child's development by recognising and responding to their individual needs. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Adopting a "graduated response response" to needs, helps to overcome personal and environmental barriers to pupil learning. Teaching using multi-disciplinary methods and strategies (visual, auditory, tactile and kinaesthetic) increase pupil learning- adapting to the learning styles of our pupils as a whole. Outside agencies, if appropriate, may be accessed at this point or even before this point in order to offer strategies.

The school operates within the structure of the Sefton Borough Council SEND and SEND Offer, and the SEND Code of Practice 2014. The new Code of Practice operates for those aged 0-25 years.

From September 2014, all Sefton children and young people who have significant special educational needs and meet specific criteria within a graduated response approach, may undergo an Education Health and Care (EHC) Assessment, which could lead to an EHC Plan. An EHC plan will replace the current Statements of SEN and Learning Disability Assessments. Every EHC Plan is personalised to meet the needs and outcomes for each child or young person.

The SENCO is Mrs. J. Dickinson. The SEND Governor is Caron O'Keefe.

AIMS:

Every pupil to experience success in an inclusive school environment

- the promotion of individual confidence and positive attitudes in pupils
- all pupils to receive appropriate educational provision through an inclusive curriculum which is relevant and differentiated, and demonstrates progression in learning
- pupils with SEND to take part in all aspects of school's provision
- the needs and progress of each pupil to be identified, assessed, recorded and regularly reviewed
- parents to be always involved in supporting their children
- the views of the pupils will be integral to the process
- the school to work with parents, professionals and support
- that all staff and governors are responsible for SEND

OBJECTIVES:

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate. (*Except where 'disapplication', arising from a Statement/EHCP occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND needs.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them where appropriate.

ROLES AND RESPONSIBILITIES:

Provision for SEND pupils is the responsibility of the whole school. The Governors, Head Teacher, SENCO, Teachers, and Teaching Assistants carry out their roles and responsibilities to ensure that children with SEND receive correct provision.

Coordinating and Managing Provision:

- Staff, SENCO and the Head Teacher liaise to ensure correct provision for pupils with SEND is in place and that good progress is made by the pupils.
- SLT meet with Teachers to review progress of children at termly pupil progress meetings
- Provision is reviewed and impact is measured termly, and more frequently if need dictates, using data provided by the school's tracking systems.
- Parents are always invited to discuss the progress of their children
- Informed contact between all staff to monitor individual pupils
- Where appropriate, pupils are encouraged to be involved in their provision plans and new targets

With support from members of the SLT, the SENCO is responsible for:

- SEND policy and SEND provision
- Detailing the SEND responsibilities of teaching staff
- Liaising with outside agencies, arrange meetings, provide links with agencies, parents and class teachers
- Monitoring pupils through baselines assessment, SATs, Teachers assessment, teacher graduated response provision, data gathering and target setting
- Assessing if an application for additional funding via SEND support is appropriate for pupils.

- Applying to Sefton for Additional support provision
- Completing paperwork for request for statutory assessment of SEND need: apply for EHCP assessment if appropriate.
- Contributing to in-service training of staff
- Help staff to identify pupils with SEND and conduct assessments of individual pupils with SEND
- Support class teachers to enable them to provide a graduated approach to supporting pupils with SEND
- Report on pupil progress children with SEND to Head Teacher and Governors

Categories of Special Educational Need (as per new Code of Practice June 2014):

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Physical and Sensory**

The SEND Code of Practice (CoP) June 2014 explains there is a continuum of SEND and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The CoP describes this as a graduated approach to addressing SEND. The CoP suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

Where a child with SEND continues to make little progress over time, despite the support provided through the school's SEND provision (including external support and advice), and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school (including requesting High Needs Top Up Funding from the LA if appropriate) the school may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an EHCP. This will typically be required when a child or young person will need to access a special setting.

High Needs Top Up Funding

A small proportion of pupils may not make expected progress at SEN Support (with funding within school provision to the cost of £6,000) and school can make an application for High Needs Top Up Funding to the Local Authority in order to fund provision outside of what is expected by school. The LA support school to monitor the impact of this provision to ensure the pupil makes progress.

Education Health and Care Plans

A small proportion of pupils may have severe or complex needs, which requires more support via an EHC Plan.

Who is an EHC plan for?

It is for children and young people who have complex and severe special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.

Guidance states that EHC plans should be issued when the local authority considers the special educational needs of the child cannot be reasonably provided for within the resources available to mainstream early years provision, school and post 16 institutions.

Annual Reviews

If a pupil has an EHC Plan, an annual review meeting is held in addition to termly meetings. All relevant professionals and parents who are involved with the child's education are invited to attend. Written reports are submitted and relevant forms sent back to the LA to show whether provision should be amended or maintained.

CURRICULUM ACCESS AND INCLUSION PRINCIPLES

We are a one form entry school. Pupils are grouped in classes according to age. There is a wide range of ability in each class, to ensure access at all levels staff provide a multi-disciplinary, differentiated curriculum suitable for all pupils.

Pupils with special educational needs will have opportunity to take part in all school activities, which are appropriate to them alongside their non- SEND peers (see Equalities Policy). Pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil, sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Facilities for pupils with disabilities

(This will be reviewed as any other needs become apparent)

- Access into and within the building is on ground level.
- The school is adapted to provide easy access for wheelchairs to toilet facilities for adults and pupils.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds). One classroom in Key Stage Two has been fitted with sound boards to further enhance the acoustics to aid children who have a hearing impairment. Quiet areas are available should pupils need this facility.
- Designated blue badge parking bays have been provided.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership and SENCO
- analysis of pupil tracking data and test results for individual pupils or cohorts twice yearly
- yearly monitoring of procedures and practice by the SEND governor

- evaluation of the impact of interventions
- school self-evaluation
- Monitoring Quality review meetings with LA
- the Governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEND policy
- School visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to review revise provision, SEND plans and celebrate success.

PARTNERSHIP WITHIN AND BEYOND SCHOOL:

Partnership with Parents:

Staff will continue to forge home/school links and encourage parents to be partners in the education process. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress are encouraged to contribute to these records. Parents' Evenings are held twice a year, and parents of children with SEND are invited into school three times a year to review the child's SEND plan. In addition, parents are encouraged to arrange meetings at any other times to discuss any aspect of their child's progress with the class teacher in the first instance. Class teachers have weekly directed time after school in order to make themselves available to meet with parents. The SENCO is available should further meetings be necessary.

The Voice of the Child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

Links with Other Agencies, Organisations and Support Services

The school has access to a wide range of education, health and social services professionals available in Sefton. This includes the SENISS Advisory Team, the Educational Psychology Service, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Mental Health School's team (MHST), CAMHS (Children and Adult Mental Health Services), School Nurse, Social Services, Educational Welfare Services, Consultant Paediatricians and others. We are committed to using the expertise and advice provided by other professionals.

Arrangements for Transfer to Secondary Schools

- SEND records are transferred following Sefton procedures
- there are opportunities for all pupils to visit their prospective Secondary School

- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from secondary visit our school in the summer term before transfer to meet parents and pupils
- For pupils in receipt of High Needs Top Up Funding, school staff liaise with staff at the receiving secondary school to agree if funding will be required for transition to Y7. If it is agreed that funding will be required for transition to secondary school, as part of the transition review process an application is made to the Local Authority to request funding. Our school SENCO will support the receiving secondary school to do this but it is the receiving secondary school who submits the application in agreement with the parents/carers.
- For pupils with a Statement/EHCP, the plan will be amended during the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned.
- The SENCO of receiving school attends the final annual review of Year 6 pupils with statements for whom the particular school has been named.

Transfer within the school

- Teachers liaise closely when pupils transfer to another class within the school; meetings are arranged as appropriate between the staff involved in monitoring the pupil's progress.
- There are close links between the school and the nursery; the pre-school leader meets foundation teacher to discuss pupils with SEND before they start school.

Glossary of Abbreviations

EHCP : Education Health and Care Plan

SEN: Special Educational Needs

SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs Coordinator

TA: Teaching Assistant

SPLD: Specific Learning Difficulty

ASD: Autistic Spectrum Disorder

SALT: Speech and Language Therapy

IEP: Individual Education Plan

CAMHS: Child and Adult Mental Health Service

SENAAT: Special Education Assessment and Advisory Team