

# LANGTOFT PRIMARY SCHOOL

## Special Educational Needs and Disabilities (SEND) Policy

**Article 23 (Children with a disability)** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

**Article 29 (Goals of education)** Education must develop every child's personality, talents and abilities to the full.

### 1. Intent

1.1 Langtoft Primary School is committed to the promotion of equality and diversity. This means that all children are given the same opportunity to experience and learn a curriculum that is appropriate and that meets their needs – whatever the need and whoever they are.

1.2 Parents, staff and other professionals should have high aspirations for the outcomes of all children and support each other in partnership to achieve this.

### 1.3 Definition

Children are considered to have a special educational need if they 'have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (*Special Education Needs and Disability Code of Practice*, January 2015). Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support. Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

1.4 There are four primary areas of special educational needs and/or disabilities:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Development

1.5 This policy details how the staff and governors of Langtoft Primary School aim to make provision for all such children at Langtoft.

### 2. Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs and/or disabilities of each child;
- to ensure that the special educational needs and/or disabilities of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities;
- to enable all children to have full access to all elements of the school curriculum.

### 3. Educational Inclusion

3.1 Langtoft Primary School respects the fact that children:

- Have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### 4. Roles and Responsibilities

4.1

Role	Responsibility
Governing Body and Headteacher	1) determine the school's general policies related to SEND and resources allocation 2) appoint a named governor for SEND 3) provide appropriate training for the SENCo and time out of the classroom to manage SEND <b>See 4.2</b>
SENCo (Mrs Pennell)	4) co-ordinates SEND within the school 5) inform the Governing Body of SEND issues <b>See 4.3</b>
Teaching staff	6) meet the needs of pupils with SEND in their own class 7) liaise with and provide information for the SENCo 8) inform staff and sports coaches of children's SEND <b>See 4.4</b>
Support staff and sports coaches	9) support teaching staff by working in the best interests of the child <b>See 4.5</b>

#### 4.2 The Governing Body and Headteacher

- Work within available resources to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities;
- ensure that all teachers are aware of the importance of providing for these children;
- appoint a named governor to monitor the work of the SENCo: this is Mrs Hannah Yemc;
- provide the school's SENCo with a minimum of 10% non-teaching time out of the classroom each week, or equivalent;
- provide the SENCo with administrative support;
- admit to the school children with special educational needs and/or disabilities in line with Lincolnshire County Council's agreed admissions policy.

#### 4.3 The Special Educational Needs Co-ordinator (SENCo):

- Manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs and/or disabilities;
- supports, advises and trains teachers and support staff;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs and/or disabilities;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;

- acts as the link with external agencies and other support agencies;
- acts as the link with parents/carers;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- monitors and evaluates the special educational needs and/or disabilities provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and/or disabilities.

#### 4.4 **Teaching staff:**

- Provide support for children who need help with learning;
- plan to develop children's understanding through the use of all available senses and experiences;
- plan for children's full participation in learning, and in physical and practical activities;
- help children to manage their behaviour and to take part in learning effectively and safely;
- help individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- inform support staff of intended educational outcomes for pupils with special educational needs and/or disabilities and any specially-written plans

#### 4.5 **Support staff and sports coaches** assist teachers in responding to children's needs by:

- Sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher, SENCo or Headteacher;
- using suitably modified resources or activities to help meet specific objectives and to promote inclusion;
- helping children to manage their behaviour and to take part in learning effectively and safely;

### 5. **Identification and assessment**

5.1 Early identification of special educational needs is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns they have and attempt to enlist their active help and participation. This does not necessarily mean that at this stage the child has a specific educational need.

5.2 The class teacher and the SENCo assess and monitor the child's progress in line with existing school practices. Where necessary, the SENCo works closely with parents/carers and teachers to plan an appropriate programme of intervention and support. The assessment of the child reflects as far as possible their participation in the whole curriculum. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators of achievement for the individual child.

5.3 Where it is proven that the programme of intervention and support is not supporting the child to make progress, and following a discussion with the child's teacher and parents/carers, the child will be placed on the SEND Register.

### 6. **The SEND Register**

6.1 The process of supporting a child with special educational needs and/or disabilities who is placed on the SEND Register will:

- Encourage the participation of pupils and their families;
- integrate the work of education and health and care providers;
- follow a cyclical, graduated approach.

6.2.i **Assess.** The child will be assessed to determine the most appropriate intervention and support to match their identified individual needs.



6.2.ii **Plan.** Following advice from other professionals, as appropriate, and in agreement with parents/carers, the school will draw up a suitable programme of intervention and support. This will have specific, measurable targets for the child to achieve in an identified time scale.

6.2.iii **Do.** The programme will be delivered to the child by a member of staff with activities to be completed at home, as appropriate and agreed.

6.2.iv **Review.** The success of the programme of support is evaluated by the class teacher/s at the end of the agreed time scale by drawing on evidence from staff and parents/carers. Anecdotes should be avoided and valid and valuable assessment should be presented to the SENCo, Headteacher, parents/carers and the child, if appropriate, during a Progress Review Meeting.

## 7. Outside agencies and other professionals

- 7.1 If, despite receiving differentiated learning opportunities, a child:
- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
  - shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
  - presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
  - has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
  - has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

there can be a need for greater involvement of outside agencies and other professionals, for example, from the *Working Together Team (Outreach)* or the *Educational Psychology Service*.

- 7.2 When Langtoft Primary School seeks the help of outside agencies and other professionals, those services will need access to the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example, an Educational Psychologist, may be required. The SENCo will liaise with the identified professional to ensure that the Service gives appropriate advice and support to both parents/carers and school staff.

## 8. Assessment for an Education and Health Care (EHC) Plan

- 8.1 Where a child's needs are considerable and there is insufficient progress following interventions and support from professional agencies, the decision may be taken to

request an assessment for an EHC Plan. This process will involve presenting to Lincolnshire County Council detailed records of provision and its impact for their consideration. Parents/carers will be fully involved in the process and have the opportunity to contribute to the reports.

- 8.2 Parents/carers are able to request an assessment for an EHC Plan independently of the school. The school encourages parents/carers to involve school staff in the process so that support and advice can be offered.

## **9. Partnership with parents/carers**

- 9.1 Langtoft Primary School's *Information Report* can be found on the school website ([www.langtoft.lincs.sch.uk](http://www.langtoft.lincs.sch.uk)), under Lincolnshire County Council's Local Offer on the SEND Local Offer page (*For Parents* tab) or on the *Policies* page (*About Us* tab)

- 9.2 A named governor (see 4.2) takes a special interest in special educational needs and/or disabilities and is willing to talk to parents/carers. At all stages of the process, the school keeps parents/carers fully informed and involves both parents/carers and pupils. The school takes in to account the wishes, feelings and knowledge of pupils and parents/carers.

- 9.3 Parents/carers are encouraged to make an active contribution to their child's education. Regular meetings to share progress with children and their parents/carers are held at least three times a year with outcomes of the school's own review (held every four/five weeks) shared with parents/carers.

- 9.4 Parents/carers are informed of any outside intervention and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs and/or disabilities.

## **10. Monitoring and evaluation**

- 10.1 The SENCo monitors the movement of children within the SEND system in school. The SENCo provides leaders and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo supports the Headteacher in holding staff to account when monitoring the progress of pupils with special educational needs and/or disabilities.

- 10.2 The *Well-being and Provision Committee* reviews implementation of the policy each time it meets. The full Governing Body will review this policy no later than **April 2023**, acting upon advice given to them by the *Well-being and Provision Committee*, the named governor, the Headteacher and the SENCo.