

Larkrise Primary School



Special Educational Needs and/or Disability (SEND) Policy

Date: Autumn 2023

Review Date: Autumn 2024

Introduction

Our overarching objective at Larkrise Primary School is, 'Learning Together – Achieving Excellence.' We provide an inclusive learning environment that supports our pupils in making the best possible progress whatever their abilities or additional need. Our pupils are individuals and by recognising and celebrating this we can ensure that appropriate provision is put in place for all pupils to meet their potential.

A positive home-school relationship, where parents/carers are fully included in discussions about and decision-making for their children's education, is paramount, and helps to support our pupils in feeling safe, supported and happy at school.

Recognising SEND:

Definition:

'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 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.'

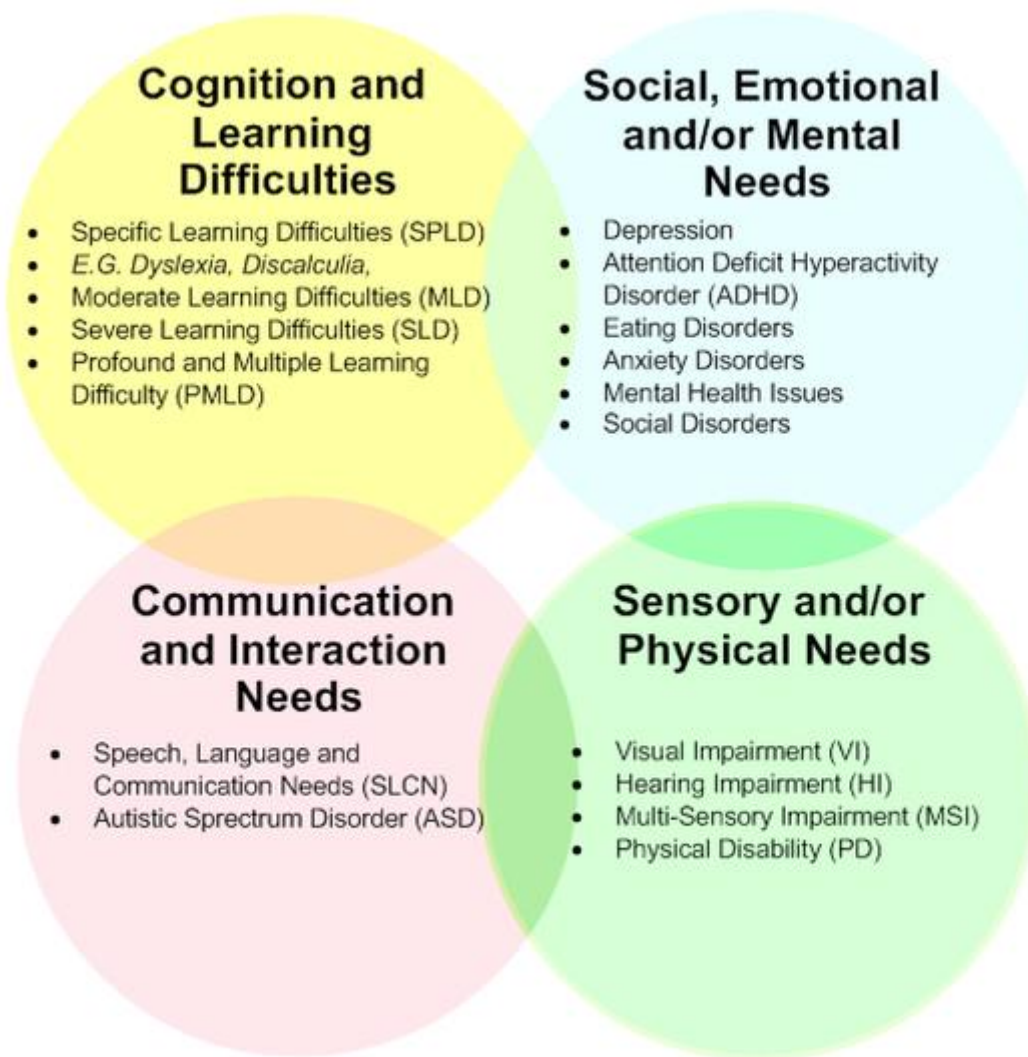
(SEND Code of Practice, 2015)

Four Areas of Need:

SEND can affect a child's -

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example dyslexia
- ability to understand things
- concentration levels, for example attention deficit hyperactivity disorder (ADHD)
- physical ability

Overleaf are examples of different special educational needs categorised by area -



Supporting Children with SEND in School

A child may be highlighted as having SEND if they are working significantly below age-related expectations (ARE) or are failing to make expected progress with their learning. Parents/carers, outside agencies or a pupil's previous school may also raise a concern to be investigated.

If a concern is raised and a need is recognised the following will be put in place, as appropriate:

- Meeting with parents to discuss need and agree outcomes
- Differentiated learning provided
- Differentiated resourcing provided
- Specific interventions put in place to support area of need
- Observations by SENDCo
- One Plan created and reviewed termly
- Involvement of outside agencies in order to access further advice and support
- Temporary reduced timetable
- Evidence gathering to support referrals and requests for additional support

SEND Team

Class Teachers

Class teachers know their pupils well and it is their responsibility in the first instance to identify the abilities and needs of each child in their class in order to provide appropriate support within the classroom to facilitate progress. This is an ongoing process and teachers will adapt their practice as needed to meet the needs of their pupils.

In addition to this, class teachers are responsible for creating One Plans for those children identified as having an additional need. One Plans include personalised outcomes for pupils relating to their specific need, they detail the necessary support and interventions employed to support the pupil and they outline any contextual information to provide professionals working with this pupil, an accurate view of the child as a whole. One Plans will be discussed with parents and reviewed termly following rigorous monitoring and assessment of progress.

Where a child's additional need impacts upon behaviour, the class teachers' duty is to keep accurate records e.g. Behaviour Observation Record and advise parents/carers of any concerns.

If it is necessary for an outside agency to be involved in the support of and provision for a pupil with SEND, the class teacher will provide reports and updates as required. They will implement the advice and suggestions of the outside agency.

1:1 LSAs

Pupils in receipt of an EHCP (Educational Health and Care plan) may require additional adult support in the form of a 1:1 LSA. These adults are funded by the EHCP and are employed to work specifically with certain children on an individual or sometimes small group scale.

1:1 LSAs support pupils in accessing and completing learning prepared by the class teacher. They are directed by the class teacher and SENDCo and their role may include supporting specific children in their interactions with others and in developing their social communication skills as well as delivering interventions and facilitating learning breaks as appropriate.

SENDCo

The SENDCo is responsible for overseeing and coordinating SEND provision across the school. They advise and support colleagues, observe specific pupils, meet with and support parents and engage with outside agencies in order to ensure that the school is meeting the needs of all learners.

It is the SENDCo's role to facilitate training for staff members so that they feel confident in supporting pupils with SEND and to monitor and review current provision with the aim of ensuring that all pupils are able to meet their individual outcomes.

The SENDCo maintains the school's SEND Register and they have a responsibility for storing, managing and keeping SEND records. Referrals to outside agencies or alternative provision sites fall under the remit of the SENDCo as does the management of resourcing linked to SEND pupils.

At Governing Body meetings, the SENDCo provides a detailed report about the school's SEND provision. They also coordinate with the SEND Governor to ensure that high quality and effective provision is in place.

SEND Governor

The role of the SEND Governor is to work closely with the SENDCo to gain a clear working knowledge of the SEND Code of Practice (2015) and to be aware of the school's systems for SEND provision.

They will feed back to the Governing Body on issues relating to SEND, provide up-to-date information on the quality and effectiveness of SEND provision at the school and help to review the SEND policy.

SEND Inclusion Partner (SIP) – employed by the Local Authority; not a member of school staff

'The SEND Inclusion and Psychology Team supports schools, academies and education settings to be equally and effectively inclusive, accessing the provision and support they need to meet children and young peoples' needs.

All Essex Local Authority schools (including academies) have a named [SIP] who support early years settings, schools and colleges to develop their inclusive practice and deliver improved outcomes for children and young people with SEND.

[SIP]s have extensive experience in working to support children and young people with SEND from birth to 25 years, and their families. Their knowledge, skills and experience come from a range of backgrounds and draw upon evidence-based practice to inform their support to early years settings, schools, colleges and families.'

(Essex Schools InfoLink, 2023)

Admissions:

Larkrise Primary School has a culture of inclusion and aims to meet the needs of all learners regardless of ability or needs. Children with SEND are admitted to school under the same arrangements as those without SEND in accordance with our admissions policy.

On our mid-term admission form, Section 8 enables parents/carers to provide any additional information pertinent to their child's admission. Including details of a child's additional needs in this section – whether or not they are in receipt of an EHCP – can be beneficial in terms of ensuring that the school can put necessary support in place prior to the child's admission.

Transitions:

From Nursery/Into EYFS Reception Class:

The SENDCo will contact each nursery to discuss individual pupils SEND needs. Staff then work closely with the family and setting (home visits by EYFS Class Teacher and Child & Family Support Worker; nursery visits by EYFS class teacher and SENDCo, as appropriate) to ensure that the child's needs are met on admission. If a One Plan is already in place, this will be reviewed in order to ensure that appropriate support is in place. The SENDCo may also engage with the SIP for advice and support.

The parents/carers of children with specific needs may benefit from a meeting with the SENDCo in order to share additional information or concerns.

Children are invited into the school for stay-and-play sessions to familiarise themselves with their new learning environment and meet the EYFS class teacher and support staff. Families are invited into the school with the same aim and to learn about how their children can be supported within the setting.

Into a New Year Group/Key Stage:

A thorough handover will take place between the class teachers and 1:1 LSAs working with the pupil and, if appropriate, a transition plan will be created to ensure a smooth transition to the new class. This plan may include additional opportunities to meet the new adults working with them and to complete learning in their new environment. Social stories may be created to be used at home and in school in the run up to the change. Any additional resources required by the child will transfer with them to their new classroom and their personal timetable will be reviewed with a gradual integration into the new class agreed if necessary.

Concerns/Complaints:

We are committed to building trusting and positive relationships and working in partnership with parents to provide for their children. If parents/carers have a concern, they should speak to their child's class teacher in the first instance. If an in-depth conversation is required, they should arrange an appointment by calling the main office. If parents/carers believe that they need to speak directly to the SENDCo, they should arrange an appointment in the same way.

We will always do our very best to answer queries and address concerns, but if parents/carers feel that this has not happened and an issue is unresolved, a copy of our complaints policy can be found via the following link: <https://primarysite-prod-sorted.s3.amazonaws.com/larkrise-primary-school/UploadedDocument/0efa76ce-3ea7-4322-9957-5f8e46cd2e32/complaints-policy-1.pdf>