

Lacey Green Primary Academy

Special Educational Needs and Disability (SEND) Policy



Policy Reviewed and Agreed: March 2023

SENDCo's – Ms S Bacon and Mrs L Dooley

Introduction

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 2011 / SEND Code of Practice 2014 (DfE))

We have a duty to provide appropriate SEND provision for children in order to meet their needs. It is also our duty to make reasonable adjustments for disabled children, to support medical conditions and to inform parents and young people if SEND provision is made for them. We believe it is our responsibility to publish all details of the SEND provision that we have available in our Local Offer report which can be found on our website www.laceygreen.cheshire.sch.uk and to work with the Cheshire East Local Authority in compiling and reviewing their Local Offer.

Lacey Green Primary Academy provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Intent:

At Lacey Green, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children and young people should have access to an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own

views and ready to make a successful transition into secondary school and then into adulthood. Through our quality first teaching, planning and provision we:

- have due regard to the Special Educational Needs and Disability Code of Practice.
- identify pupils with special educational needs and disabilities as early as possible, meet their needs, and have in place systems, which teachers are aware of such pupils.
- provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure equality of access to all subjects.
- ensure all pupils make effective progress and realise their full potential.
- ensure all pupils take a full and active part in school life.
- work with other schools and the LA to share good practice in order to improve this policy.
- create an environment that meets the special educational needs of each child.
- ensure that parents are able to play their part in supporting their child's education.
- ensure that our children have a voice in this process

Implementation:

At Lacey Green, every teacher is a teacher of SEND. Our provision is enhanced by the collaboration of teachers, senior leaders, the SENDCo, support staff, external agencies, parents and most importantly the child.

Pupils with SEND will:

- Be included in all aspects of the school day,
- Be respected and acknowledged,
- Be given equal enrichment opportunities,
- Be provided with quality first teaching, **adapted** to meet their individual needs,
- Be supported with the transition to a new class each year to ensure they feel supported and prepared for change,
- Be taught by teachers who have a solid understanding of their needs, and how to meet their needs, through effective communication of school staff,
- Be represented across the school in roles of responsibility, extra-curricular clubs, school sports teams and through meaningful contributions to wider aspects of the school,
- Have a Personalised Learning Plan (PLP) in place that is reviewed and updated termly.
- Require different strategies for learning;
- Need support to acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Pupils with SEND may:

- Have specific 1:1 or group support to support them in accessing different areas of the curriculum,
- Participate in targeted learning interventions led by a teaching assistant as outlined in their Learning Plan,
- Receive additional support from external agencies and professionals, such as: Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Paediatricians, School Nurses.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, English and mathematics;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- ensuring that PLP's are written and reviewed regularly using the Provision Map Software.
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Admission arrangements for children with SEND:

- Lacey Green Primary Academy strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the Academy's admission policy. Our Admissions Policy can be found on our website www.laceygreen.cheshire.sch.uk

Impact:

It is paramount that the management of SEND directly addresses any barriers to learning and progressing for all Lacey green SEND children. As a result of the provision listed in the 'Implement' section, our children will:

- Feel safe, secure and cared for,
- Demonstrate confidence and resilience in the classroom,
- Demonstrate high levels of engagement in activities,
- Make progress from their starting points as monitored in their Personalised Learning Plans,
- Develop independence and skills to support them throughout life,
- Feel happy and supported by all staff,
- SEND children, along with their parents, will feel as much informed and involved as they want or need,
- Feel confident when talking about their own needs and expectations

Role of our Special Educational Needs and Disability Coordinator (SENDCo)

In our school the SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff
- has the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience within three years of being appointed;
- ensures the detailed implementation of support for children with SEND;
- ensures all school personnel understand their responsibilities to children with SEND;
- oversee the provision for pupils with SEND within the school including those with education, health and care plans (EHCPs);
- identifies, in partnership with the teachers, the barriers to learning and what special educational needs provision that a pupil requires;
- provides advice and teaching strategies to teachers and support staff;
- arranges meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organises in-house and external support for a pupil with SEND;
- ensures pupils with SEND have full access to the curriculum;
- ensures pupils with SEND are included in all school activities and events;
- ensures pupils with SEND take part in extra-curricular activities;
- arranges for key staff to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- leads the development of SEND throughout the school;
- arranges in-service training for school personnel and governors;
- helps select, train, organise and manage a team of teaching assistants (TAs);
- ensures adapted teaching methods are being used;
- tracks the progress of children with SEND;
- maintains records of all children with SEND;
- uses provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keeps up to date with new developments and resources;
- makes effective use of relevant research and information to improve this policy;
- liaises with parents;
- organises EHCP annual reviews;
- meets with outside agencies;
- works with feeder or transition schools;
- provides information for the SEND Information Report;

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator (SENDCO);
- responsibility for ensuring the SENDCO has received approved training in Special Educational Needs Co-ordination;
- responsibility for ensuring the SENDCO, if applicable, is allocated time to undertake the demanding role of SENDCO;
- delegated powers and responsibilities to the Principal to ensure all school personnel and visitors to the school are aware of and comply with this policy
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose Education, Health and Care Plan (EHCP) names the school;
- responsibility for publishing a SEND information report;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring required policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Principal / SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- annually report to the Governing Body on the success and development of this policy

Monitoring the effectiveness of the policy:

- pupils with SEND are making sufficient progress appropriate to their ability
- school personnel have high expectations of pupils with SEND
- appropriate provision is in place
- adaption is put into practice
- the pupil tracking system is effective

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHCPs). In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the Classroom Teacher

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes adaption;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENDCo of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- identify any additional training needs they require;

Role of the Teaching Assistant

Teaching assistants will:

- work closely with the SENDCo and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the planning and preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENDCO;
- attend appropriate training;
- suggest training needs

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils
- to be aware of their child's targets and their progress towards them;
- to attend and take part in annual reviews

Role and Rights of the child

We encourage pupils with special educational needs or disabilities to understand their rights and to take part in (depending on age and maturity):

- assessing their needs;
- setting learning targets;
- the annual review.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before issuing an Education Health Care Plan. The needs of the child are considered to be paramount in this.

Working with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

A named governor takes a special interest in special needs and is always willing to talk to parents.

We have meetings, when required to share the progress of special needs children with their parents. Everything is recorded on Provision Map.

Reviews

This policy will be reviewed and updated when required and when any new guidelines and legislation are issued by any relevant bodies.

