

Langenhoe Community Primary School

Policy for Special Educational Needs and Disabilities (SEND) and Inclusion

The SENCo at Langenhoe Community Primary School is Melissa Stead who holds the National Award for SEN Coordination and is a member of the school's Senior Leadership Team (SLT). The Special Educational Needs Teaching Assistant (SENTA) is Bridget Mattack. The SENCO team can be contacted in the Sparkle Room, through the school office or by telephone on 01206 735267. The named Governor responsible for SEND is Jean Howell. Together, we ensure that the Langenhoe Community Primary School SEND policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Education Authority and other policies current within the school.

Ethos:

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special education provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014). These are:

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

All children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and given the chance to be fully included in all aspects of school life.

Langenhoe Community Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and 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 younger pupils, for whom maturity is a crucial factor in terms of readiness to learn. Many pupils,

at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be only temporary or longer term.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners including:

- Males and females.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Pupils with English as an additional language (EAL).
- Pupils with special educational needs.
- Pupils who are disabled.
- Pupils who are gifted and talented.
- Pupils who are looked after by the local authority.
- Vulnerable pupils such as those who are sick; those who are young carers; those who are in families under stress.
- Pupils who are at risk of disaffection and exclusion.

The ethos at Langenhoe Community Primary School is one of equal opportunities and inclusion. This model of inclusion is also embraced through our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on inclusion will be undertaken by the Special Educational Needs Coordinator (SENCO) and monitored by the SLT and Governing Body.

Inclusion Principals:

Staff at Langenhoe Community primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Links are made with external agencies to ensure that the best possible provision is provided for every child.

Aims and Objectives:

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children, not just the number of hours of support they are entitled to. There will be a focus on the child as an individual, highlighting their strengths and capabilities and therefore tailoring the support to suit their needs. In doing this, we will create a 'person centred approach', putting the child and family at the heart of all planning and decision making.
- Bring together professionals and families to minimize the need to duplicate information and to agree aspirations and outcomes collaboratively for the child in question.
- To ensure the Children's and Families Act, Special Educational Needs and Disability Code of Practice and Equality Act are implemented effectively across the school.
- 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, the SENCO and support staff as appropriate.
- 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 equip children with the relevant skills and knowledge to meet the demands of secondary school life and learning.

Identifying Special Educational Needs and Disabilities:

Langenhoe Community Primary School has a clear approach to identifying and responding to SEND. We recognise that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The school's monitoring system includes information provided by:

- Level of attainment on entry.
- Progress measured against the objectives in the National Curriculum and International Primary Curriculum.
- Progress measured against the P Scales level descriptors (if relevant).
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- An existing statement of SEN or an Educational, Health and Care Plan (EHCP).
- Assessments by outside agencies identifying additional needs.

- Another school or Local Authority which has identified or has provided for additional needs.

The evidence obtained from regular assessment will identify pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

In addition to using the school's monitoring system to identify SEND, we understand that parents know their children best and the school endeavours to listen and understand when parents express concerns about their child's development. Equally, we take into account and address any concerns raised by the pupil themselves.

When identifying a pupil with SEND, we will use the four broad areas of need outlined in the SEND Code of Practice 2014 to help identify the support a pupil might require (outlined above).

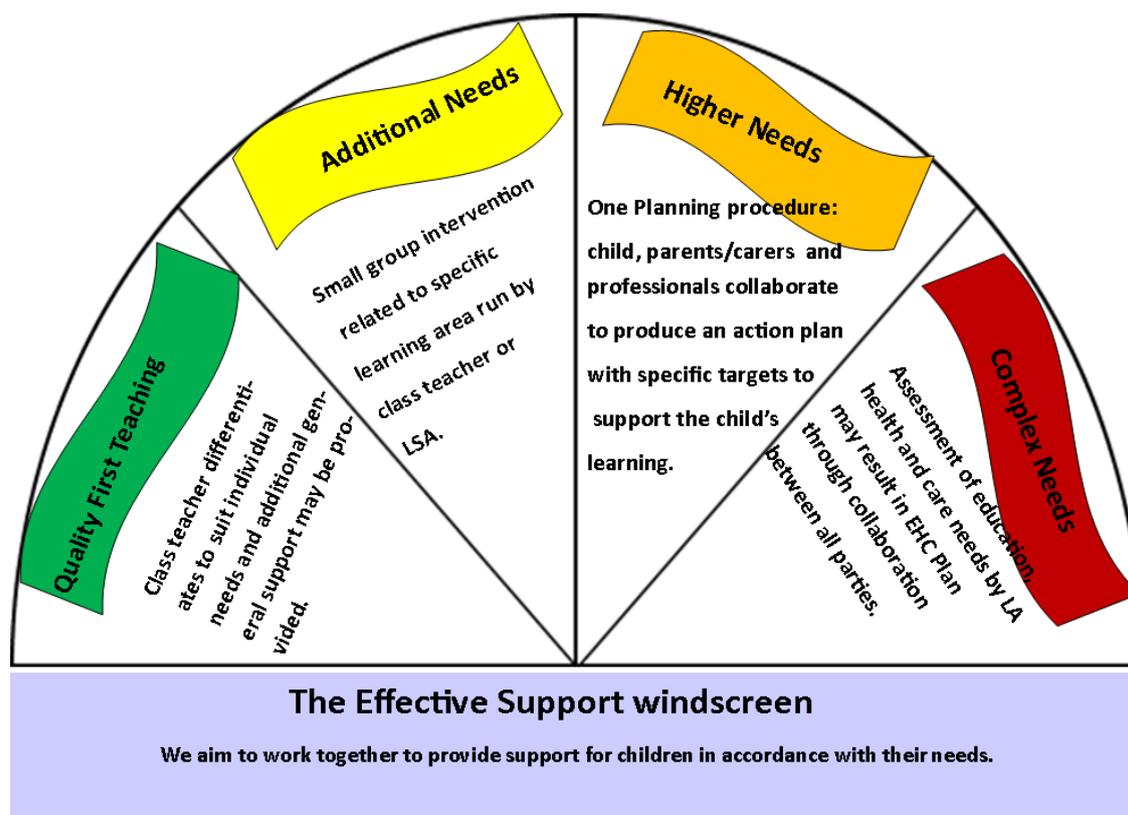
Identifying behaviour as a need will no longer be an acceptable way of describing SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND. Where there are concerns, assessments will be completed to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach and other relevant approaches may be appropriate.

There are several factors that may impact on progress and attainment but are not necessarily an indication of SEND. These might include:

- Disability alone (the Code of Practice outlines the "reasonable adjustment" duty for all schools provided under current Disability Equality legislation)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a child in care
- Being a child of a serviceman or woman

A Graduated Approach to SEND and Managing Pupil's Needs on the SEND Register :

When a pupil is identified as having SEND, staff will take action to remove barriers to learning and put effective special education provision in place. The provision offered should reflect the Graduated Approach (see diagram), delivered through a four part cycle: **assess, plan, do, review**. This process enables a growing understanding of the pupil's needs.



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. From the outset, pupils who are not making adequate progress will be targeted through 'Quality First Teaching'. Lessons will be differentiated according to pupil's individual needs through a combination of:

- Differentiated activities.
- Adult support within a small group.
- Specific resources and visual aids.
- Adapting the classroom environment.

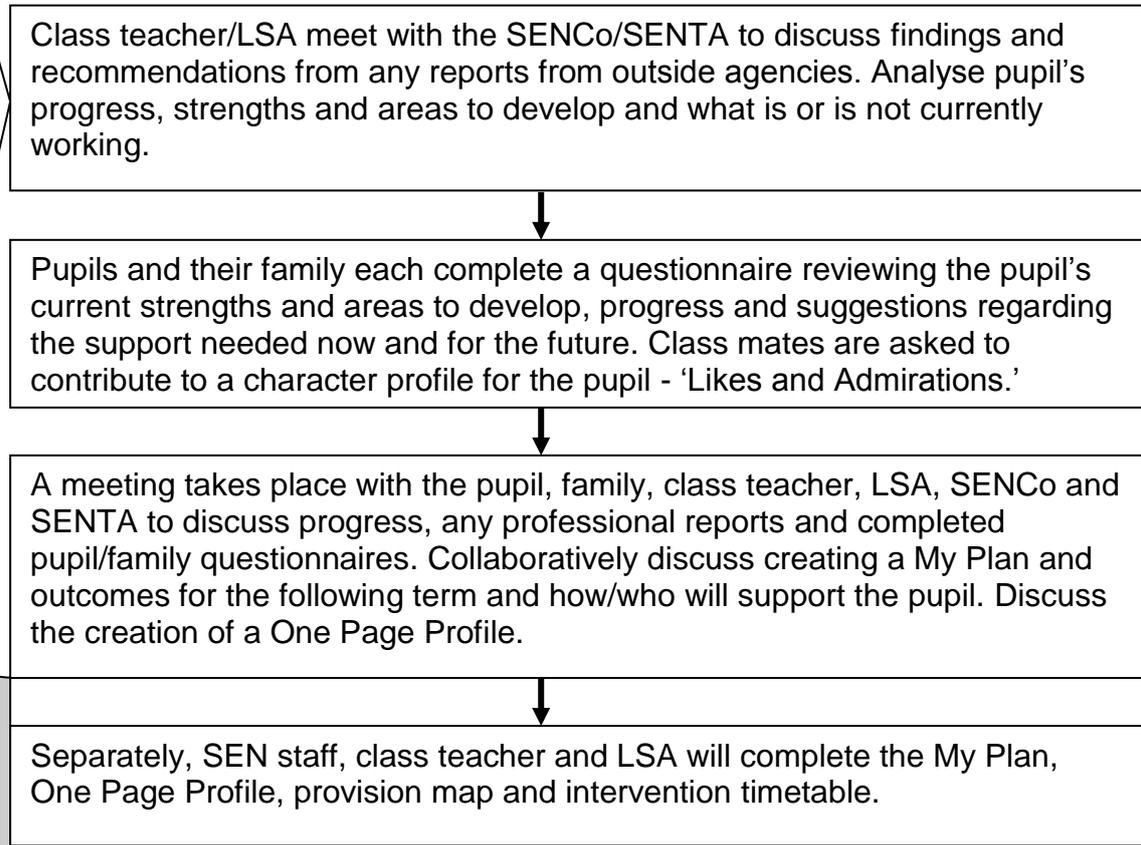
In many cases, this approach will result in the pupil making adequate progress. However, for those pupils with 'Additional Needs', small group

interventions will be implemented and run by the class teacher or LSA. A list of these interventions can be found in Appendix 1. Interventions will be monitored closely and reviewed by the SENCo to ascertain the effectiveness of the provision, and to inform future planning.

Pupils with '**Higher Needs**' (when interventions, along with Quality First Teaching, have not resulted in adequate progress being made) will be given a One Page Profile and a My Plan through the One Planning Process and will involve the pupil and their family, school staff and other relevant professionals from outside agencies. At this point, we may draw on more specialist assessments from external agencies and professionals. See Appendix 2 for a list of external agencies we have access to.

The One Planning Process:

This is the cyclical procedure in which we assess, plan for, deliver and review SEND provision.



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graph TD; A[Class teacher/LSA meet with the SENCo/SENTA to discuss findings and recommendations from any reports from outside agencies. Analyse pupil's progress, strengths and areas to develop and what is or is not currently working.] --> B[Pupils and their family each complete a questionnaire reviewing the pupil's current strengths and areas to develop, progress and suggestions regarding the support needed now and for the future. Class mates are asked to contribute to a character profile for the pupil - 'Likes and Admirations.']; B --> C[A meeting takes place with the pupil, family, class teacher, LSA, SENCo and SENTA to discuss progress, any professional reports and completed pupil/family questionnaires. Collaboratively discuss creating a My Plan and outcomes for the following term and how/who will support the pupil. Discuss the creation of a One Page Profile.]; C --> D[Separately, SEN staff, class teacher and LSA will complete the My Plan, One Page Profile, provision map and intervention timetable.]; D --> A;
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A meeting takes place with the pupil, family, class teacher, LSA, SENCo and SENTA to discuss progress, any professional reports and completed pupil/family questionnaires. Collaboratively discuss creating a My Plan and outcomes for the following term and how/who will support the pupil. Discuss the creation of a One Page Profile.

Separately, SEN staff, class teacher and LSA will complete the My Plan, One Page Profile, provision map and intervention timetable.

My Plans will be created and reviewed termly. The review will be a time where the pupil, family, class teacher, class LSA, SENCo and SENTA meet to celebrate the pupil's achievements, review progress and provision in place and to collaboratively make new outcomes for the following term based on future aspirations. In addition, this is a time when the pupil and family can share their completed questionnaires, enabling them to have a voice in the meeting. Involving both the pupil and family in this process is key to the

'person centred approach' we aim for.

When a pupil has more '**Complex Needs**', an application for a statutory assessment will be made of their education, health and care. Meeting One focuses on the pupil's background information and where the pupil and parents/carers are the centre of the process. This will be used to guide what further information and assessment is required and made available to other professionals so that it does not need repeating.

Meeting Two will be used to add any newly acquired information to the shared understanding of the pupil. This will be used to agree what the pupil's needs are and what outcomes are to be achieved. It will also be discussed what additional support, provision and resources are necessary in order to achieve these outcomes, based on the recommendations of those contributing to the assessment.

A proposed Education, Health and Care Plan (EHCP) will then be produced by the Local Authority. This is developed in collaboration with the parents and pupil, taking into accounts their hopes, views and aspirations. The EHCP will specify the category of need and outline strengths, areas for development and long term outcomes. It will also state the number of 1:1 hours of LSA support allocated to the pupil. This is a statutory document and will be reviewed annually as required under the SEN Regulations, in line with Essex guidelines.

Pupils with complex needs will have a My Plan, which will be reviewed termly and in addition to this, as stated above, an annual review will take place. This is a time for everyone to come together to celebrate the pupil's achievements and review progress and provision currently in place. The annual review is held in school and is similar to a My Plan review. Furthermore, it is a consultation with school staff, parents, the pupil and involved professionals, to exchange information and ensure consistency of approach and implementation of outcomes.

Criteria for Exiting the SEND Register:

SEND Pupils are continuously monitored and assessed (see Identifying Special Educational Needs and Disabilities section) and there are various factors that are considered when knowing whether a pupil no longer needs to be on the SEND register. If consistent 'good' progress is evident over a period of at least two terms and it is felt that the child no longer has 'Higher Needs' they will be removed from the One Planning Process. Their needs will continue to be met at the 'Additional Needs' level and by Quality First Teaching.

Supporting Pupils and Families:

We aim to keep parents/carers informed as much as possible. The '*Langenhoe Community Primary School and Pre-School Offer on Special Educational Needs and Disability (SEND)*' is available on the school's website, which we encourage parents to read. There is also an accompanying leaflet in the school entrance summarising SEND provision at our school.

We ensure that we include parents in their children's education and firmly believe that home and school should work in partnership and offer an open door approach to answer any questions or any concerns.

Parents/carers are involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose pupils are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.

Parents/carers will be invited to regular One Plan meetings where we make sure that the pupil's strengths and aspirations are discussed as well as their difficulties. We will work collaboratively to set objectives and clear outcomes to provide maximum impact. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we make sure that all parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

My Plan outcomes may include areas to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Plans and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Curriculum workshops are offered for parents/carers to attend. Parents/carers evenings provide termly opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home ensures that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedures set out the steps in making a complaint in more detail.

Supporting Pupils at School with Medical Conditions:

Refer to the Administration of Medicines policy for further information.

The school recognises that pupils with medical conditions should be given

appropriate support so they can fully access the curriculum, including school trips and Physical Education. Some pupils with medical conditions may be disabled and in these instances, the school will comply with its duties stated in the Equality Act 2010.

If a pupil has identified medical needs then an Individual Healthcare Plan is compiled with the support from the parents/carers and in consultation with medical practitioners where appropriate. This Care Plan is shared with all staff who have regular contact with the pupil. Where a child has specific medical needs, additional staff training will be arranged in consultation with the relevant professionals and agencies.

As standard, members of staff are given regular training in the following:

- Basic first aid training
- Early Years Foundation Stage (EYFS) staff attend Pediatric First Aid Training in line with national requirements.
- EpiPen training which is undertaken by all staff on a yearly basis.

Monitoring and Evaluation of SEND:

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behavioural incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

1. An increase in the percentage of children making appropriate progress at age related expectations.
2. An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2.
3. A reduction in behavioural incidents and exclusions.

In January and July, the Headteacher will provide information to the Governing Body as to the numbers of pupils receiving special educational provision and those with EHCPs as well as any pupils for whom a Statutory Assessment has been requested. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND and Inclusion is a standing agenda item at Standard Committee meetings and will be reported at the full governing body meetings through Standard Committee reports, which are then discussed as necessary.

The SENCo will meet with the SEND Governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include work scrutiny, monitoring planning and teaching. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

SEND and Inclusion Training and Resources:

The SENCo attends regular cluster meetings to update and revise developments in SEND and Inclusion.

SEND and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house SEND and Inclusion training is provided through staff meetings by the SENCo and other appropriate outside agencies.

All staff have access to professional development opportunities and are able to apply for SEND or Inclusion training where a need is identified either at an individual pupil or whole group/class level.

The SENCo liaises with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Specialist teachers

All teachers and support staff staff undertake induction on taking up a post at school which includes meeting the SENCo to discuss to explain the systems and structures in place around the SEND provision and practices. This also gives an opportunity to initially discuss the needs of those pupils on the SEND register.

Roles and Responsibilities:

SEND Governor: Jean Howell who is responsible for ensuring that the School's SEND policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Education Authority and other policies current within the school.

SEND Teaching Assistant: Bridget Mattack works four days per week and has responsibility for the day-to-day running of SEND provision in the school, coordinating interventions and liaising with and advising staff.

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Safeguarding Officer: Jacqueline Martin (Headteacher)

Responsibility for managing PPG/LAC funding: Jacqueline Martin

Responsibility for managing 'School's Responsibility for Meeting the Medical Needs for Pupils': Jacqueline Martin

Storing and Managing Information:

Pupil's SEND files are kept in the Sparkle Room in a locked cupboard. Copies of current SEND information including My Plans, One Page Profiles, annual reviews and reports from other professionals are also kept in 'Jelly Bean' folders in each classroom. Confidential information that needs disposing is shredded and disposed of securely. When a child moves school then all SEND information is passed on to the next school.

For more information please refer to the Freedom of Information Policy and the Data Protection Policy.

Reviewing the Policy:

The SEND and Inclusion Policy is reviewed annually. This will be done by the SENCo, SENTA and the Senior Leadership Team and it will be approved by the school's Governing Body. The next review will take place in September 2015.

Accessibility:

See the school's Accessibility Policy and Accessibility Plan.

Dealing with Complaints:

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Bullying:

Langenhoe Community Primary School operates a positive behaviour policy and does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all. We want children

to be healthy, happy and have high expectations of both staff and pupils.

For more information see the school's Anti-Bullying Policy.

Appendix 1

Interventions used to support pupils with SEND:

Literacy

Differentiated activities
Literacy Catchup
Literacy booster group
Regular reader
Individualised spellings

Alternative methods of recording
Toe By Toe
Phonological Awareness Training (PAT)
Resource Pack
Wordshark

Numeracy

Differentiate activities
Numeracy booster group
Numbershark

Environmental

Distraction free environment
Distraction free seating position
Cueing by name
Short simple instructions
Pupil to repeat back instructions

Fine Motor Skills

Handwriting group
Visual training group
Theodorescu Motor

Speech, Language & Communication

Visual symbols to support work
Visual time table
Listening skills group
British Sign Language (BSL)
Picture Exchange
Communication (PECs)
Makaton

Strategies/Interventions

Social/Emotional/Behaviour

Circle of Friends
Time to Talk
Talkabout
Smart Thinking
Lego Therapy
Drop in Club
Lola the Lion
Anger Management group
Positive Assertive Confidence Skills (PACS)
Consistent Management Plan (CMP)
Musical communication
Social stories
Feelings ruler/time out card
Reward Chart

Brilliant/Positive Book

Use of timer
First and then board

Memory

Programme

Task Planner
Thought Bubble
Memory skills group

Appendix 2:

Outside agencies Langenhoe Community Primary School as access to:

- Behaviour Support
- Child/Family Consultation Service
- Educational Psychologist
- Educational Welfare Officer
- Integrated Support Services
- Social Services
- Specialist Teacher (please specify)
- Occupational Therapist
- Play Therapist
- School Coucillor
- Voluntary Agencies