

# Whole School Policy for SEND 2017



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## SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning Policy;
- Anti-Bullying Policy;
- Medical Needs Policy

This policy reflects the values and philosophy of Langley Park Primary School in relation to the teaching and learning of children with Special Educational Needs and Disabilities (SEND). It:

- sets out a framework within which all staff, both teaching and non-teaching, work;
- gives guidance on planning, teaching and assessment.

### 1. DEFINITIONS

#### **Definition of Special Educational Needs and Disability (SEND):**

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (*Code of Practice D.F.E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils 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.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

### 2. RATIONALE

This Special Educational Needs and Disability policy details how, at Langley Park Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. The school will do everything it can to ensure that teachers are able to identify and provide for those pupils who have special educational needs and disabilities to allow pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

All children with SEND will be given every opportunity to develop to their full potential with the guidance and support of their class teacher, members of our support staff team, the SENCO and relevant Outside Agencies.

Langley Park Primary School is committed to ensuring that the necessary provision is made for every pupil. We are passionate about Inclusive education for all and we welcome children from diverse backgrounds, cultures, faiths and religions and intellectual ability and we strive to meet the needs of all children from 2-11 with a learning difficulty, disability, disadvantage or Special Educational Need.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Langley Park Primary School is an inclusive school which caters for a wide range of SEND, including pupils with:

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health difficulties;
- Sensory or physical needs.

At Langley Park Primary School, we deliver an appropriate curriculum to:

- Provide suitable learning challenges;
- Meet the children's diverse learning needs;
- Remove the barriers to assessment and learning.

The teaching needs of all pupils, particularly children with SEND, requires:

- Positive attitudes from all staff;
- Partnerships between children and teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning whenever possible;
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure;
- Partnerships between home and school;
- Extra support at times in order to access National Curriculum.

At Langley Park Primary School, we welcome all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

### **The role of the parent/carer**

We value the role of the parent/carer and work in partnership with families to ensure that we meet the child's needs. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify any issues and information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's

needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings. We have an open-door policy and we make it clear to all parents/carers, including those of children with SEND, that we are always available to discuss their concerns or provide support, information and advice whenever it is required.

### **The Aims and Objectives of this Policy**

At Langley Park Primary School, all members of staff work together as a team, and by working in partnership with pupils and their parents/carers, we strive to ensure that the following aims are met:

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their individual needs;
- To continuously track the progress of children with SEND through school tracking systems, review meetings, lesson observations, SEND provision map reviews and SEND support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs;
- To take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education;
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

### **3. ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole.

#### **Governing Body**

The Governing Body will have the following responsibilities. They will:

- appoint a Governor with specific responsibility for SEND;
- ensure that there is a qualified teacher designated as SENCO;
- ensure the SEND Governor works with the SENCO and holds the SENCO to account;
- ensures the SEND Governor feeds back to the whole Governing body regularly to ensure all Governors are fully aware of current SEND practice in school;
- have regard to the SEND Code of Practice and oversee the implementation of this document in school, providing strategic support to the head teacher and SENCO as required;
- publish information on the school's website about the implementation of the school's policy for pupils with SEND;
- cooperate with the Local Authority including in developing and maintaining the local offer;
- cooperate with the Local Authority including when the school is being named in an EHC plan;

- ensure that arrangements are in place in school to support pupils at school with medical conditions;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel;
- arrange and attend regular SEND training with the Local Authority to ensure they keep up-to-date with developments at both a school and County level.

### **The Head teacher**

The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice;
- ensure that the SENCO has adequate time to carry out duties;
- ensure that the SENCO is able to influence strategic decisions about SEND;
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from Governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND Support and any newly identified pupils with SEND;
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHCP and any newly identified as requiring this additional EHCP support;
- report to the governing body about how resources are deployed to meet provision.

### **The Special Educational Needs Co-ordinator (SENCO)**

The role of the SENCO includes:

- oversee the day-to-day operation of school's SEND policy;
- coordinate whole school provision for children with SEND;
- manage the support staff team to ensure the SEND Provision Map is implemented consistently and effectively across school;
- liaise with and offer advice to other teachers in school;
- liaise with the designated teacher where a Looked after Child has SEND;
- oversee all records including individual children's files, SEND support plans and EHCP documents;
- ensure teachers and support staff work closely with parents/carers to follow a graduated "assess, plan, do, review" approach to SEND Support;
- advise on the use of a delegated budget and any other available resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- liaise with potential next providers of education;
- work with the Head Teacher and Governors on the Equality Act;
- ensure that SEND records are up to date;
- contribute to the in service training of staff.

### **Class Teachers**

All class teachers are responsible for the initial identification and assessment of SEND. They also have responsibility for its provision within the classroom. Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review to meet the needs of pupils with SEND;
- focus on outcomes for children with SEND;
- be clear about the outcomes wanted from any SEND support plans that are written;
- be responsible for meeting the special educational needs of all children;
- use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- have high aspirations for every pupil;
- set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them;
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

### **SEND Support Staff**

Class teachers work with the support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEND, working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance and attainment.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents, in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **3. Identification of SEND**

At Langley Park Primary School, we assess each child's current levels of attainment on entry to our school Foundation Stage Unit in order to ensure that we build upon the pattern of learning and experience already established. Baseline assessments are also completed when children join school at other times. Following this initial assessment, if difficulties are identified, the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;

- involve parents in implementing a joint learning approach at home.

The identification and assessment of the Special Educational Needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their understanding of English or arise from Special Educational Needs. At Langley Park Primary School, we have good links with the EAL service at the Local Authority and advisory teachers carry out initial assessments to support and enhance the judgements we have made in school.

Through their discussions, observations, assessments and data analysis, the SENCO, class teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any concerns and possible Special Educational Needs.

### **The Nature of Intervention**

Once SEND needs have been identified as part of the assess, plan, do, review process, the SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult support to implement the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for advice on strategies, resources or equipment.

### **SEN Support**

When a class teacher or the SENCO identify a child with Special Educational Needs, first, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. Children who require this additional support will be placed on the school SEND overview as QFT. As part of the assess, plan, do, review process, the impact of these interventions will be monitored closely. Where QFT has not fully met the child's needs, a SEN Support plan will be created. When a child is identified as having SEND they will be placed on the SEND register as SEN Support.

The triggers for SEN support are that, despite receiving Quality First Teaching, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class or group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service that cause barriers to learning;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.



Once a child has been identified as requiring SEN Support plan, outcomes will be developed by the class teacher and

SENCO. The SEN Support Plan will include information about:

- the short-term outcomes set for the child;
- the teaching strategies to be used;
- the resources required;
- the additional provision to be put in place;
- the adults responsible for addressing each part of the plan;
- when the plan is to be reviewed;
- outcomes of the formal review and next steps.

The SEN Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon specific individual targets or outcomes that match the child's needs. These will be agreed following discussions with the child, where appropriate, and their parents/carers.

### **Referral to outside agencies**

If necessary, the SENCO, in partnership with parents/carers, will seek further advice and additional support from other specialist support teams. Formal referral forms will be completed and copies will be kept on the child's file along with any correspondence received from the agency. Where telephone referrals are made, a record of the information provided will be kept on the child's file.

At this stage, external support services will:

- provide specialist assessments to inform planning and the measurement of a pupil's progress;
- give advice on the use of new or specialist strategies or materials and;
- in some cases, provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets and outcomes have been set and achieved. Permission for this information to be shared will be sought from the parent prior to the referral being made. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

### **Referral for Education, Health and Care Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, or where the child has not made expected progress following at least 3 cycles of assess, plan, do, review of their SEN Support Plan, the school or parents should consider requesting an Education, Health and Care Assessment. At this stage, the child will have demonstrated significant cause for concern. To inform this decision, the Local Authority will expect to see evidence of action taken by the school and they will need information about the child's progress over time as well as a range of other documentation relating to the child's needs. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- Records of special arrangements that have been put in place or any additional resources that have been used and their effectiveness;

- At least 3 SEN Support plans showing the assess, plan, do, review process and their evaluations;
- Records of regular reviews and their outcomes;
- The pupil's health information, including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics and any other subjects if appropriate;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Parental completion of the 'My Story' document that outlines the child's background, including information on family, the pupil's health including the child's medical history where relevant and the involvement of other professionals such as health, social services or education welfare service;
- Involvement of other professionals such as health, social services or education welfare service;
- Costed provision maps.

Parents or school are the only partners who can request an Education, Health and Care Assessment.

### **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be formally reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs;
- Short term targets or outcomes for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with an EHCP will have short-term targets set for them that have been established after consultation with parents and, where appropriate, the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets and outcomes are met.

### **4. RECORDING SEND**

Records are kept on all children with SEND, detailing steps taken to support them in school. All SEND record files are kept up-to-date by the SENCO. These are stored securely following data protection guidelines.

#### **SEND Register**

This is maintained by the SENCO. It indicates which children have SEND and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEND;

- Involvement of outside agencies;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies.

### **Medical Register**

The Head Teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders. Relevant medical information will be shared with all staff as required in order to ensure that the child's medical needs are fully met. The Medical Register may be amended throughout the year as updated medical information is received in school from parents/carers or medical professionals. Advice from the school nurse will be sought as appropriate. The SENCO will become involved should a child's medical attention present a barrier to their learning.

**Individual Pupil Files** are kept up to date by the SENCO. These will include records of:

- Child's name;
- Details of SEND;
- Copies of referrals made to outside agencies;
- Involvement of outside agencies, including records of informal discussions, feedback meetings and written assessment reports;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies;
- Copies of SEN Support Plans / EHCP documentation.

**Class Teachers** will contribute to the formation of SEN Support Plans. They will also attend review meetings with parents which will be led by the SENCO. Class teachers and relevant members of support staff will keep paper copies of SEN Support Plans (without the personal details section for data protection purposes). These will be used as working documents and will be annotated regularly to assist in the review process. Access to electronic copies of SEN Support Plans is via SIMS (school computer system) and teachers will access these documents when amending SEN outcomes during formal reviews. Deadlines for reviews to be completed and new outcomes established will be set and monitored by the SENCO.

**Transfer of Information** will be the responsibility of the SENCO. A member of office staff will ensure that the Pupil Transfer Checklist is completed within an appropriate timescale. If paper copies of documents are handed over, these will be signed by a representative from the child's new school and a representative of Langley Park Primary School. A member of office staff will also ensure that all electronic documents are transferred securely following Local Authority guidelines. SEND information required for children who join Langley Park Primary School will be gathered by a member of office staff following guidelines put in place by the SENCO. All paper records received will be signed for by a member of staff from Langley Park Primary School and a representative from the child's previous school.

## 5. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Langley Park Primary School, we hold formal annual reviews for children with an EHCP and termly reviews for those with SEN Support Plans. Parents/carers and other agencies, where appropriate, are invited to these review meetings. Parents/Carers of children with an EHCP are also invited to attend termly review meetings to discuss the progress made towards the outcomes identified within the EHC Plan. Usually, these reviews are completed during scheduled meetings however at times, reviews are done as part of the Parent/Teacher Open Evenings that are held each term. During these SEND review meetings, feedback is given about a child's progress and new outcomes are agreed. Parents/Carers and other professionals are invited to share their views and the outcomes of any interventions/assessments they have completed. Written records of all review meetings are kept on the child's file.

## 6. STAFF TRAINING

The SENCO makes an annual audit of training needs for all staff, taking into account school priorities as well as personal and professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff. Funding for any required CPD is taken from the SEND School Budget. Any training that takes place is evaluated by the member of staff who attended the training and feedback is provided to other staff as necessary. Where specific training is required to support a pupil or group of pupils with specific needs, this may form part of the staff appraisal process.

## 7. POLICY EVALUATION

The implementation of this policy and its effectiveness will be monitored by the Head Teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- the progress of children with SEND compared to non- SEND children;
- the standards reached by children with SEND;
- the percentage of parents attending review meetings, including Annual Reviews;
- the number of complaints received regarding SEND provision.

Through regular classroom observation and scrutiny, we will also take into account:

- the quality of curriculum planning;
- the extent to which teachers and SEND support staff work together as a team;
- the extent to which pupils are following an appropriately differentiated curriculum;
- the use of varied resources which enable pupils with SEND to make progress towards their targets and outcomes;
- the ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

**Date of Implementation: January 2017**  
**Date of Review: January 2018**

**Signed SENCO:** *Mr T Wakelam*

**Signed Head Teacher:** *Mr D Walton*

**Signed SEN Governor:**