



Special Educational Needs and Disabilities (SEND) Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	
Other related policies:	Equalities, Teaching and Learning, Accessibility
Policy owner:	Andy How
Policy model:	
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At Lower Farm, we believe that each pupil has individual and unique needs. However, some pupils require different levels of support in order to achieve well. We acknowledge that some pupils will have Special Educational Needs or Disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- ensure that all pupils with a special education need or disability make progress which is at least in line with the national expectation;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services; and
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A definition of Special Educational Needs or Disability

A child is considered to have special educational needs if they have:

- a significantly greater difficulty in learning which prevents them from fully accessing the curriculum in comparison with the majority of their peers

and/or

- a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in comparative schools.

Responsibilities and arrangements for the co-ordination of SEND provision

Provision for pupils with SEND is a matter for the academy as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND lead within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Aspects of this work are delegated to the SENDCo.

The **Head Teacher** is: Mr Andy How

The **governing body** will ensure that:

- SEND provision is an integral part of the academy's strategic plan;
- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEND Code of Practice (2014);
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **governor** responsible for SEND is: Mrs Philippa Green

The **Special Educational Needs Co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- co-ordinating the provision for pupils with SEND;
- supporting class teachers in devising strategies, drawing up SEND Pupil Passports and Personalised Learning Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- directly teaching children when appropriate;
- maintaining the school's SEND register, class provision maps and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs;
- contributing to the in-service training (INSET) of staff;
- managing learning support staff/teaching assistants;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENDCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other; and
- taking part in LA SEND moderation.

The **SENDCo** is: Mrs Stacey Dale

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion;

- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND; and
- giving feedback to parents of pupils with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admission arrangements

Admissions for a child with special needs are identical to those for all children. For a child with an Educational Health Care Plan (EHCP) or severe needs, an EHCP consultation process should take place with the local authority, school and other relevant parties to ensure that appropriate provision can be made by the school prior to the child starting.

Specialist SEND provision

Within the academy we have access to a range of support and advice for specialist SEND children including Specialist Teacher Service and Educational Psychologist provision from the local authority. The SENDCo deploys support staff based on skills and experiences which best benefit the children with individual needs.

Facilities for pupils with SEND

Lower Farm is a two-storey building but it is accessible for all. There is lift access to the first floor. The academy has a wide disabled toilet for pupil/adult use.

We have a range of areas where adults can work or support children with specific needs, such as the therapy room, where intervention, counselling and therapy can be carried out with privacy.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan. The school has a wide range of resources to support those with SEND, such as specific writing equipment for motor-skills and visual prompt cards/timetables. As necessary, the Head Teacher informs the governing body of how the funding allocated to support special educational needs has been allocated. The Head Teacher and the SENDCo meet to agree on how to use funds directly related to Education, Health and Care Plans and Exceptional Needs Funding.

Identification, assessment, monitoring and review of pupils with SEND

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The class teacher and the SENDCo assess and monitor a child's progress routinely as part of the school's half-termly pupil progress meetings and SEND monitoring. The SENDCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary.

The importance of early identification, assessment and provision for any child who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout:

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEND register
- Any of the support services mentioned later in this policy
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house assessment
- Records of achievement
- Pupil tracking

In identifying children who may have SEND we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress against the objectives specified in the National Curriculum and EYFS Early Learning Goals;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and
- standardised screening or assessment tools.

Universal+

Some children during their time at school will require additional support for a fixed, short period of time that involves supporting a specific area of learning that they are finding challenging. This could be from one specific lesson or a small set of lesson that the child has found it difficult to understand and apply. Children at this level, **Universal+ (Wave1)**, will be supported through interventions (either individually or in a group) which are recorded through group learning passports (GLPS) and monitored. These interventions are shared with the SENDco but they do not have active involvement at this point. At this stage parents will be informed of any additional support their child is having and any support that they can undertake at home too.

Record of Early Concern

Early identification of any concerns is vital and is recorded on the Early Concerns Form which is maintained by the SENDCo, in order to track concerns. As necessary, the class teacher may inform the parents/carers at the earliest opportunity, to alert them to concerns and enlist their active help and participation. Children with this level of need will be recorded as **Monitored (Wave 2)** in our graduated response to needs for monitoring purposes. Children with this level of need will be supported through group and/or individual interventions that are decided by the class teacher and shared with the parents/carers. These will be recorded on group learning plans (GLP's).

SEND Support

If assessments show that a child may need some appropriate form of intervention or additional provision to aid their area of need, we use a range of strategies that make full use of all available classroom and school resources. Children with this level of need will be recorded as **SEN support (Wave 3)** in our graduated response. It is at this point that a child is placed onto the SEND register.

Triggers for **SEN support (Wave 3)** may be:

- makes little or no progress when teaching approaches are targeted particularly to a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour 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; or

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's class teacher together with the SENDCo, will offer interventions or support that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. This intervention will be recorded on the [Whole School Provision Map](#), alongside individual [Personalised Learning Plans](#) and [Pupil Passports](#), setting out the provision the child receives and adjustments that are made, along with up to three specific targets the child will be working on in order to meet their needs.

The Pupil Passport (PP) and Personalised Learning Plan (PLP) will show the short-term targets (minimum of 6 weeks in length) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date of review by the class teacher in consultation with the parents or carers. These parent/carer reviews will take place termly however new targets will be shared sooner if a review is necessary. These will be in a child friendly format with the child being fully involved in the writing of it at every stage, where possible/appropriate.

It is anticipated that the use of a PLP/PP should be sufficient in order to meet the needs of a child and that this should be a temporary adjustment so that the child can address their areas of concern.

Should a child continue on a PLP/PP and/or further support is needed from outside services for more individualised or specific input, such as the Educational Psychologist, the school will discuss this with parents and carers first. A referral may need to be completed for the support of an external agency and parental consent given. When specialist advice is given, this may lead to additional or different strategies being used.

This enhanced level of support from external support services will provide information for the child's targets which will be recorded on their PLP/PP and where necessary all outside services will meet together to discuss next steps. The new strategies will, wherever possible, be implemented in the child's normal classroom setting. Children at this stage are still considered SEN support.

Triggers for [outside service involvement](#) can include:

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

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

Education, Health and Care Plans (EHCPs) – Wave 4

In exceptional circumstances, if the child continues to demonstrate significant cause for concern, a request for a statutory assessment will be made to the LA. A range of written evidence about the child will support the request and a range of advice will be sought before making a formal statement. The needs of the child are always considered to be paramount in this.

A child will be brought to the LA's attention as possibly requiring an assessment through: -

- a request for an assessment by the school;
- a request for an assessment by the parent; or
- a referral by another agency e.g. health authority, social services.

Inclusion arrangements and access to a broad and balanced curriculum

At Lower Farm, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect 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; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; we differentiate work appropriately, and we use assessment to inform the next stages of learning.

Personalised Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Year group/whole school provision maps are also used for other individuals (such as those with English as an Additional Language) and classes to highlight where resources are being used effectively and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the academy and can help to identify any potential gaps in provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

Monitoring and Evaluation

The academy and governors routinely evaluate and monitor the success of the SEND provision. The success of the school's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCo and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEND register;
- termly monitoring of procedures and practice by the SEND governor;
- the school's annual review, which evaluates the success of the policy and sets new targets for development;
- the school's strategic plan, which is used for planning and monitoring provision;
- visits from LA personnel and Ofsted inspection arrangements; and

- feedback from parents and staff, both formal and informal, following meetings to produce SSPs and targets, revise provision and celebrate success.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

Staff Training and Professional Development for SEND

At Lower Farm Primary Academy, we continue to develop staff/governors expertise by making full use of courses provided by EES for Schools, REAch2 Academy Trust, Teaching Schools Partnerships, NASEND, National Conferences and other agencies or INSET, drawing on staff specialisation. The needs are identified by the individual, the SENDCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader.

Partnership with other schools and Transition

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENDCo visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year Six teacher and/or the SENDCo discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEND records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENDCo as a person to contact if further information is needed.

Working in partnership with parents

The academy works closely with parents in the support of those children with SEND. (*Please see Special Educational Needs and Disabilities Report*). We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEND and will meet regularly with the class teacher and/or SENDCo to review and set new targets for PLPs as well as other necessary meetings such as single service requests for outside agency support. As necessary, parents can request to have individual meetings with the class teacher and/or SENDCo by contacting the reception desk and arranging a mutually convenient time and date.

Collaboration with other agencies, organisations and schools

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology Service;
- Local Authority SEND Officer;
- Specialist Advisory Teachers e.g. autistic spectrum disorder;
- Outreach Services as available (e.g. MLD, SpLD, EBD);
- Speech and Language Services (SaLT);

- School nurse;
- Specialist teachers;
- EWMHS;
- Paediatricians;
- Other school and academy SENDCos (who meet to ensure continuity of provision/approach).

When required, the school also has access to support and advice from the following agencies:

- Physiotherapy;
- Occupational Therapy; and
- Social Services.

Any advice gained is used to inform 'next steps' and is incorporated within SEND Support Plans and intervention programmes, in conjunction with discussion with parents/carers and the child.