

Lansbury Lawrence Primary School

Special Educational Needs and Disability Policy



December 2016

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This policy has been written in accordance with the principles set out in the 'Special educational needs and disability code of practice: 0 to 25 years' (June 2014).

A pupil has Special Educational Needs (SEN) when

*their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.*

A pupil has a learning difficulty or disability if he or she

- *has a significantly greater difficulty in learning than the majority of others of the same age*
- *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*

Our aim is for Lansbury Lawrence to be a school which offers outstanding provision to all pupils with special educational needs and disabilities (SEND) by

- having high aspirations and expectations for all our pupils with SEND
- setting suitable work challenges for all children at all times so that they are able to achieve their best
- actively encouraging pupils to become independent learners
- maintaining an inclusive learning environment which provides full and genuine equality of opportunity for all
- encouraging and inviting the full participation of parents
- encouraging 'pupil voice' and enabling children to feel in control of their learning experiences
- offering opportunities for pupils to develop life skills which foster a sense of independence and responsibility
- meeting outcomes which are relevant to the child and their family, and aim to help them achieve their aspirations

Categories of Need

Special educational needs can be categorised into any of the 4 following areas:

<p style="text-align: center;">Communication and Interaction</p> <ul style="list-style-type: none">• difficulty expressing thoughts and ideas• difficulty being understood• not understanding or using social rules of communication	<p style="text-align: center;">Cognition and learning</p> <ul style="list-style-type: none">• learning takes place at a slower rate than their peers, despite differentiation• moderate learning difficulties (MLD)• severe learning difficulties (SLD) - often associated with mobility & communication issues• profound & multiple learning difficulties (PMLD) - generally severe & complex difficulties, often with a physical difficulty or sensory impairment• specific learning difficulties (SpLD) - for example dyslexia, dyscalculia or dyspraxia
<p style="text-align: center;">Social, emotional and mental health difficulties</p> <ul style="list-style-type: none">• withdrawn & isolated behaviour or challenging, disruptive or disturbing behaviour• behaviours may reflect underlying mental health difficulties or disorders such as ADD/ADHD/attachment disorder	<p style="text-align: center;">Sensory and/or physical needs</p> <ul style="list-style-type: none">• visual impairment (VI)• hearing impairment (HI)• multi-sensory impairment (MSI) – a combination of vision and hearing difficulties• physical difficulty (PD)

Many children will have complex, overlapping needs which fall into more than one category.

Class teachers and support staff need to be aware of these different categories of need in order to plan and match support appropriately for a child.

When identifying SEN, a full assessment of the need(s) of the child will have to be carried out.

Identification

Where there are concerns about a pupil which fall into one of the above categories, identification needs to be carried out as soon as the concern is raised. This could be at any point in the child's time at Lansbury Lawrence, since needs can arise and change over time. Concerns can be raised by:

- class teachers or other members of staff
- parents
- the pupil themselves

When a concern is raised by a class teacher or other member of staff, this should be referred onto the Special Educational Needs Coordinator (Senco) as soon as possible, through completion of an Initial Concerns form.

Following this, the Senco will then arrange to meet with the class teacher to discuss the concerns and gather further evidence.

When a concern is raised either by a parent/carer or a child themselves the Senco will arrange to meet with the parent/carer and/or child in order to record their concerns before investigating further.

Evidence

Evidence is gathered by both the class teacher and Senco when a concern is raised. It informs decision-making about identification

Examples of school-based evidence for identification of SEN

Evidence	Further examples of evidence
Gathered by Class Teacher	Gathered by Senco
Class teacher evidence of formative assessment over time & across a range of lessons	Senco observation in class
Attainment and rate of progress	Raven's Matrices (cognitive ability)
For English concerns: Reading miscue and analysis High Frequency word knowledge Phoneme knowledge Book band fluency	Use of standardised tests, including: Diagnostic Reading Analysis TOWRE (word reading ability) Phonological Assessment Battery Diagnostic Spelling Test
For language concerns: In-class observations and examples of areas of difficulty	For language concerns: BPVS (British Picture Vocabulary Scale) screening
For maths concerns: Assessment of knowledge of number system including counting skills & 4 operations	Basic Number Screening Test
For social, emotional & mental health concerns: ABC chart & playground/class observations	Social Communication questionnaire Response to intervention

In some circumstances it may be necessary to draw on the expertise of outside professionals at this stage in order to get a full picture of a pupils needs.

In Early Years, children may be identified with SEN either

- before or immediately on entry to the school
- through evidence which is built up over time

Whilst evidence is being gathered, targeted teaching and interventions may be put into place. The pupils' response to this support can also assist in identifying their particular needs.

Once evidence has been gathered, the parent/carer, Senco and class teacher will arrange a meeting to decide whether to make special educational provision.

If it is agreed that the pupil has an additional need, the parent/carer will receive written confirmation that the pupil has been identified as having SEN.

Provision will be put in place which will be regularly reviewed (see section '*Planning and Monitoring SEND Support*').

The Senco will also keep a confidential record within school of children who have been identified as having SEN and Disabilities. This is known as the SEND list.

Triggers for Identification

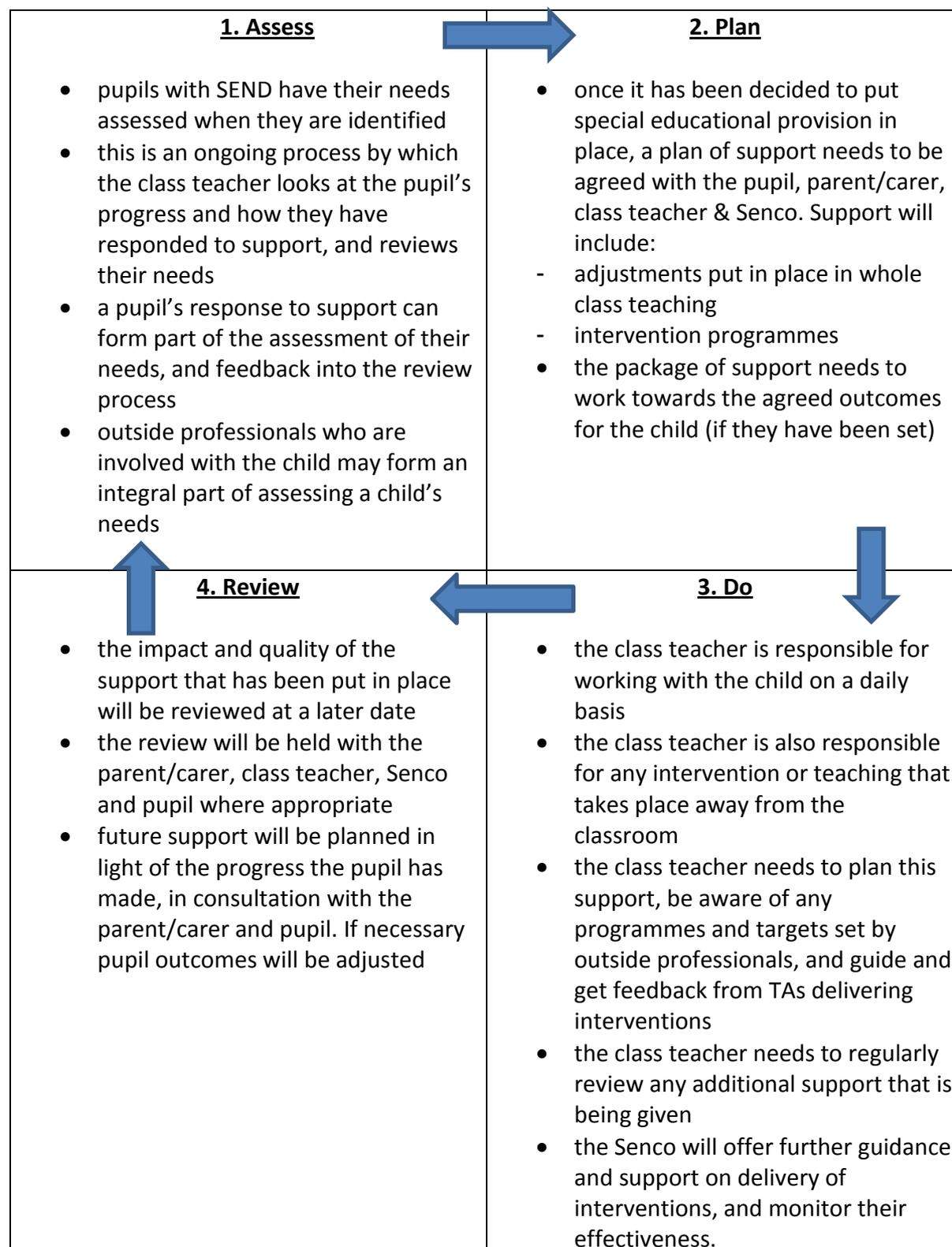
Pupils who are identified at Pupil Progress Meetings as having progress which:

- ❖ *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 themselves and their peers*
- ❖ *widens the attainment gap*

Lack of progress is not in itself a reason to identify SEN. The first response to concerns around progress is to target the pupil's area of weakness with high quality teaching. When progress is still not evident at the next round of Pupil Progress meetings then school-based evidence will need to be gathered and the pupil's needs investigated further.

Planning and Monitoring SEND support

Once special educational provision has been agreed, a termly cycle will take place in order to plan, deliver and review what has been put in place. This is known as the 'Graduated Approach'. It consists of 4 continuous stages which are:



The Plan and Review meeting All children with SEN will have a termly meeting. Pupils will be involved in these meetings, however for some pupils it may be more appropriate to attend part of the meeting or have their views recorded beforehand.

The pupil's progress will be discussed and their targets reviewed at the meeting. Pupils with an EHC Plan will receive a copy of their targets on their Pupil Passport which they can then refer to in class.

Where pupils have made sufficient progress and no longer require specialist support this will be agreed at the meeting. Conversely, if a child requires further support either in school or from outside agencies this will be agreed and an action plan put in place. In some cases it may be considered necessary to refer a child on for statutory assessment.

Pupil Passport

The Pupil Passport is updated at Plan and Review meetings. The purpose of the Pupil Passport is to

- create a profile of the pupils needs and strengths and useful teaching strategies which can be shared with staff who work with the child
- provide a format for the pupil to keep and refer to which specifies the targets they are working towards
- an opportunity to consider and record specialist resources and strategies that can be used in class
- an opportunity for pupil views to be heard

The Pupil Passport is completed jointly by the class teacher and pupil.

Provision Mapping

A cycle of provision mapping is used to determine the way in which resources are allocated to pupils with SEND. This is completed in the summer term in order to plan ahead for the forthcoming academic year. The provision map is updated termly and provision is reviewed and adjusted at Pupil Progress meetings.

Outcomes

Long-term outcomes are taken into consideration when planning for pupils with EHC Plans. Outcomes are set as follows:

- For pupils in Early Years outcomes are set for the end of Reception
- For pupils in Key Stage 1 outcomes are set for the end of year 2
- For pupils in key Stage 2 outcomes are set for the end of year 6

Outcomes are established on entering each learning stage. They are set by the Senco in conjunction with the parents/carers and relevant professionals. They are reviewed and adjusted if necessary at Annual Review meetings.

Types of Provision for SEND children

There are two types of provision available to pupils identified with SEND:

- **Quality First Teaching:** support within the classroom targeted at learning needs. This is available on a daily basis to all children with SEND
- **Intervention programmes:** time-limited, school based intervention to boost learning, either in groups or 1:1
Children may be supported within the classroom setting or away from the class

Quality First Teaching

This is the first method of responding to a pupil's needs, and must be in place before any further provision can be considered. Quality First Teaching adjustments are made within the classroom setting and include:

- differentiating the curriculum in order to accurately match work tasks to a pupil's level of ability
- scaffolding language through the use of, for example, key visuals, prompts and modelling in order that pupils can access and respond to oral information
- providing concrete resources that enable a child to confidently access an area of learning or support their access to the classroom environment
- adult support to further explain or model a task and enable the child to reflect on their learning
- regular opportunities to over-learn, and pre-teaching to build confidence
- the use of ICT to access learning or reinforce a learning opportunity
- additional structures such as visual timetables or mind maps
- helping children to manage their emotions or behaviour effectively so they can participate in learning

It is the class teacher's responsibility to ensure that quality first teaching adjustments are put in place and that recommendations from outside agencies have been followed. These adjustments are continuously monitored and altered as appropriate.

Interventions

- intervention programmes are available for pupils in all year groups in order to cover all categories of need
- intervention programmes are selected by the Senco based on evidence which shows they have an impact on pupils' learning
- the impact of interventions is measured at the end of each intervention programme using a suitable set of criteria. This informs whether intervention programmes are kept or changed.
- training is always put in place for staff who are delivering intervention programmes.

Further information on intervention programmes is available on the SEND School Report.

Children with Education, Health and Care (EHC) Plans

Children with an EHC Plan have a statutory entitlement to receive the provision that is set out in their Plan. The school will put in place the provision that is set out, and monitor this on a regular basis to ensure that the objectives are being met.

Applying for an EHC Plan

A request for statutory assessment will be made when a pupil has been through successive cycles of *assess, plan, do, review* with limited impact. This could be initiated either by the school, parent/carer or outside agency.

The school will always take advice from an Educational Psychologist and work closely with the parent/carer when making a request for statutory assessment. Criteria set by the LEA is followed when making a request.

The school provide a report as well as a range of school-based evidence when making a request.

Parents/carers will be informed by the LEA on the outcome of the decision to issue an EHC Plan, and the reasons for the decision.

Reviews

- these are held annually. Parents and carers will be informed of the meeting beforehand and invited to share their views. All professionals working with the child will be asked to contribute their views, either in the form of a report or verbally at the meeting
- reviews follow a 'person-centred' agenda which actively encourages the child concerned to take ownership of and be involved in their meeting. Pupil involvement will vary depending on the child's level of ability

- a record of the review will be made by the Senco and shared with parents/carers, professionals who attended and the LEA. The pupil will also receive their own record of the meeting
- any adjustments that need to be made to the EHC Plan will be agreed with parents/carers and requested in writing to the LEA

Transition

There are key points of transition for SEND pupils where information needs to either be gathered or shared:

- **Starting school:** home visits are arranged before children attend school, and at this meeting any additional needs of the child need to be shared. If a child is already known to an outside agency this information should be shared with the school by the agency before the pupil starts in order that recommendations can be put in place.

If a child has an EHC Plan and a place has been agreed, this information will be passed onto the school by the LEA. Provision will then be set up prior to the child starting. A meeting will also be held with the Senco, parents/carers and any relevant professionals before the child attends school in order to ensure there is a full understanding of the child's needs and that preparations are made as thoroughly as possible.

If a child has complex medical needs a Health Care Plan will need to be approved and put in place before the child starts school.

- **Between year groups:** at the beginning of each academic year a meeting is held with the class team and Senco to handover information about pupils with SEND. This ensures that the class team is aware of the needs of all their pupils with SEND and how to address their needs.
- **Secondary school transfer:** For pupils with EHC Plans, secondary school transition is discussed at the Annual Review in year 5. Parents and carers are given guidance from the Senco and other professionals on which school would best suit their child's needs. Arrangements can be made to accompany parents and carers on visits to secondary schools.

For all children with SEND, information about their needs is passed onto their secondary school before they transfer. If necessary a meeting will be held in school to share any concerns. Additional visits to secondary school can be arranged for the

pupils. Pupils with SEND are also prepared for secondary school before they leave through activities such as transition books and a discussion-based transition group.

Role of the Special Educational Needs Coordinator (Senco)

The Senco manages the day-to-day operation of the SEND policy, including the following

- supporting and advising colleagues
- maintaining the SEND list
- contributing to and managing the records for all children with SEND and measuring the impact
- managing school-based assessment and completing documentation required by outside agencies and the local authority
- liaising with parents
- managing a range of resources, human and physical, in order that appropriate provision be made
- auditing the training needs of members of staff and setting up training (either within or outside school) where appropriate
- acting as a link with outside agencies
- monitoring and evaluating SEND provision and reporting to the governing body
- monitoring the data and progress of children on the SEND list and reporting back to the senior leadership team and governing body

Role of the Governing Body

The Governing Body oversees SEND provision in the school by doing the following:

- liaising with the school Sencos in order to be updated on the provision and progress of pupils with SEND
- securing necessary provision for pupils with SEND and ensuring that SEND pupils are fully involved in school activities
- reporting to parents on the schools SEND Policy including the allocation of resources

Parents and Carers

The school aim to create a partnership with parents and carers in order to work together to best support their child's needs. This is done through regular meetings to listen to and act upon parents/carers concerns.

Communication

There is a SEND report on the school website which outlines the provision available to SEND pupils within school.

There are two Sencos:

Early Years – Camilla Robinson

Key Stage 1 & 2 –Victoria Absalom

An appointment can be made at any time through the school office to meet with them.

Additional support and advice is available to parents/carers through the Tower Hamlets SEN & Disability Information, Advice & Support Service (SENDIASS)

Tel: 020 7364 6489