

SEND and Inclusion Procedures and Policy



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Langdale Primary School

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Philosophy

We believe in providing every possible opportunity to develop a pupil's full potential. We believe in setting a realistic, yet challenging creative curriculum for the child with special educational needs. All pupils will have access to a broad and balanced curriculum. A child with special educational needs will be fully integrated into the life of the school.

Principles

To identify pupils' special educational needs as early as possible.

To plan an effective curriculum in order to meet the special educational needs of each pupil.

To assess and monitor progress.

To work in partnership with parents of pupils with special educational needs.

To involve parents and pupils in the identification and review of targets set out in their Assess, Plan, Do and Review document.

To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

Procedures

The teachers, with the support of the SENCo, Headteacher and the governing body, are responsible for the day to day operation of provision for SEN pupils. The SENCo will support staff in areas such as:

- Maintaining the special education needs register.
- Working alongside in identifying, monitoring and evaluating pupils' progress.
- Liaising with staff and providing advice as necessary on the completion and implementation of the Assess, Plan, Do and Review document.
- Liaising with outside agencies (SENS, Educational Psychologist (EP), Clinical Psychologist (CP), Behavioural Support Team (BST), Speech and Language Therapy (SpLD) Autism Outreach Team (AOT) and Physical Impairment). Also any other mainstream schools or specialist schools as necessary.
- Overseeing and maintaining any specific resources for special educational needs.

Defining the Child with Special Educational Needs

A child has special educational needs if he or she has a learning difficulty. A learning difficulty may be defined as:

- Having significantly greater difficulty in learning than the majority of children of the same age.
- Having a disability which prevents or hinders learning.
- Having behavioural or emotional difficulties which affect or hinder learning.

Initial concerns of a child may be raised by any one of the following:

- staff, parents and outside agencies from the LEA.

The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- SAT results
- NFER tests
- Assessment by SENCO
- Assessment by outside agencies
- Evidence from parents

Once identified the school follows the guidance as set in the Code of Practice.

Internal Support

The triggers for intervention through Internal Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the 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.

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

This is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The class teacher will:

- Inform the SENCO with an internal referral record.
- The SENCO will register the child on the School's Support Log.
- Consultation with parents and child to inform of intervention and monitoring of progress.
- Identify the nature of the child's difficulties and alter their teaching to suit the child's needs.
- Complete an Assess, Plan, Do and Review document to highlight what provision will be made.
- Formal review with parents at parents' evenings or earlier if necessary.

Within school, Langdale have created a SEND strategy which outlines the support given in school and the 'non-negotiables' that teachers follow. This also gives teaching staff guidance on what to do if they have concerns about a child's needs and gives advice about strategies to use. Quality first teaching is proven to be the most effective way of teaching so we strive to include all children's learning needs within the classroom, directed by the child's class teacher.

At Langdale, we will place children's needs in one of the four categories set out in the SEN Code of Practice. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

This means that we will look at the child's individual needs internal on a personal level. Not all interventions will be academic, for example the

school ELSA support (Emotional Learning Support Assistant) but that this will ultimately have an impact on the child's mental health and therefore their ability to learn.

External Support

This is characterised by the involvement of specialists from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents/class teacher/SENCO and Headteacher. If this is the case then the following will happen:

- SENSS may be involved to assess the child.
- Educational Psychologist referral may be made.
- Further support from Specialist agencies relating to the nature of the difficulty may be requested
- Support and advice may be requested from the local SEND Hub

Parental permission must be sought for all of the above.

The teacher will:

- Continue to monitor and update the Assess Plan Do and Review document
- Track the children's learning through the interventions in place
- Assess the child's progress regularly, using a range of strategies from teacher assessment, standardised tests and, if a child is working considerable below age-related expectations, by using the engagement model.

If the child is not making satisfactory progress, then the outside agencies will help the school to put into place specific programmes tailored to the individual child's needs.

Request for support

If the child is still not making satisfactory progress, the SENCo will consider making a request for support from the Local Authority. This is called an EHC - Education Health and Care Plan

Once the SENCO has applied, the panel has to make a decision whether to proceed with an assessment. The outcome of the assessment may result in the pupil being issued with an Education, Health and Care Plan. If this is not the case the LEA have to explain their decision. The parents may appeal against this decision and have to proceed through the Educational Needs Tribunal. Parents have the right to request an EHC themselves. The Local Authority has a legal obligation to complete these from 20 weeks of the request being sent off if assessment is agreed.

Education, Health and Care Plan (EHCP)

The Headteacher, SENCO and parent will be given a draft EHCP to consider and decide which option of support to deploy. Once returned and issued by the LEA as a final statement the SENCO and class teacher will:

- Draw up an Assess, Plan, Do and Review document which shows how the needs and provision set up in the statement are being met by the school.
- Consult with outside agencies as necessary for the advice in implementing the provision.
- Discuss the Assess, Plan, Do and Review document with pupil, parents and any outside agency that are involved with supporting the young person.
- Be involved in the annual review (or transfer review for Year 6 pupils) of the EHCP alongside parents and any outside agencies.

Co-ordinating Provision

The needs of the majority of pupils will be met in the classroom through a differentiated curriculum. Other children may work in small groups either in or away from the classroom for specific activities. These interventions will be short, sharp and focused so that children do not

miss learning from the wider curriculum. For children with statements or EHCPs this may result in the provision of a Learning Support Assistant to assist with delivering the targets as outlined on their statement or EHCP objectives. This provision may be provided by the class teacher, LSA, outside agencies or a combination of these. This provision will be evaluated and monitored by Assess Plan Do and Review documents to ensure effectiveness. The Headteacher and SENCO are aware of all SEN provision through liaison with all staff involved. The SENCO will monitor the progress and provision. Class teachers will provide activities, targets and objectives for the Teaching Assistant or themselves to deliver and evaluate. Class teachers will continue to monitor and assess children in their class and keep records in their assessment folders. When targets are set for children, the parent, class teacher and child should all contribute to and agree on the targets.

Partnership with Parents/Carers

Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENCO and/or the Headteacher.

In the event of this being unsuccessfully resolved there is a complaints procedure within the LEA.

Admissions

Please refer to the Admissions Policy.

Governing Body

The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEN pupils.

Langdale SEND Information Report

This report can be viewed on the school website and gives details of support and how we assess and monitor pupil's progress. Additional information can also be viewed on the Staffordshire Connects Website, a link to which is available on the Langdale SEN information report as well as documentation on the SEN area of the website.

Policy to be updated: September 2024