



## **SEND Policy**

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| <b>PERSON RESPONSIBLE FOR POLICY:</b> | <b>CATHERINE BRADLEY</b>    |
| <b>APPROVED: GOVERNING BODY</b>       | <b>DATE: SEPTEMBER 2023</b> |
| <b>TO BE REVIEWED:</b>                | <b>SEPTEMBER 2024</b>       |

## **Nominated Staff**

Staff member responsible for Special Educational Needs and Disabilities (SEND) is

Mrs C Bradley

Governor for SEND and Inclusion- Mr Charlie Lowe

## **SECTION 1**

### **Intent**

At Lincoln Gardens Primary School, we believe that all pupils should be equally valued and therefore we do all we can to promote equality and opportunity of outcomes and to help develop a learning environment where all young people can flourish and feel safe. The school believes that all pupils should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement by removing barriers to learning and providing access to a wide range of learning challenges. The school believes that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND) and has high expectations for all.

This policy is written in line with other policies in the school including:

- Safeguarding Policy
- Anti-bullying Policy
- Disability and Equality Policy
- Inclusion policy
- Behaviour policy

## **SECTION 2: Aims and Objectives**

AIM: The school aims to raise the aspirations of and expectations for all pupils with SEND. We focus on outcomes for pupils and not just hours of provision/support.

OBJECTIVES:

1. To identify and provide for pupils who have special educational needs and additional needs to the best of our ability
2. To work within the guidance provided in the SEND Code of Practice, 2014.

3. To create an environment that meets the needs of each pupil to ensure that they achieve their learning potential.

4. To ensure all pupils have full access to all areas of school life.

5. To provide support and advice for all staff working with pupils who have special educational needs and disabilities.

## **SECTION 3: Identifying Special Educational Needs and Disability (SEND)**

### **What is SEND?**

The 2014 Code of Practice says that:

‘A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.’

Taken from SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv (Department for Education, 2014)

There are four broad areas of need as identified by the SEN Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

The purpose of identification of pupils with SEND is to identify what action the school needs to take to support the pupil- At Lincoln Gardens Primary School, we identify the needs of

pupils by considering the whole child which will not just include the SEND of the pupil. The school recognises that a range of factors other than SEND can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- The mental health and wellbeing of the pupil

**Any concern relating to pupil's behaviour is considered as an underlying response to a need.**

## **SECTION 4: A Graduated Approach to SEND Support**

The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had quality first teaching (Wave 1) and small group intervention (Wave 2) (Pg. 88 Section 6.37 onwards).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school understands the importance of involving parents and carers in each step of the process and they therefore are informed of teacher's concerns through a range of methods including face to face meetings, letters and phone calls. Pupils are also consulted by staff in terms of identifying what help they would like and what they feel supports them in school.

## **Identifying children who may need SEND Support**

Children with SEND are identified by a number of ways, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored through termly pupil progress meetings with school staff and progress meetings with governors. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the Senior Strategic Team and a plan of strategies to support progress is agreed.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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
  - is significantly below the expected age related level

The teacher will then put in place the agreed wave 1 or wave 2 strategies.

If the children's progress does not improve, teachers may refer to the SENDCo for additional advice and guidance.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. The concern may be addressed by Quality First Teaching or some parental support at the first stage.

Staff within the school are qualified to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. The school will also engage with a range of external agencies including the Educational Psychologist, Speech and Language Therapist and the Autism Spectrum Education Team to assist with the identification of pupils needs.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD/ADD or any medical disability.

## **SECTION 5: Managing the Needs of Pupils on the SEND Register**

### **The SEND Register**

All teaching staff have access to a copy of the SEND Register. The importance of confidentiality cannot be over-emphasised. The register is a fluid document which is updated and analysed regularly by the SENDCo.

### **The Stages - 'A Graduated Approach'**

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two different levels defined within the code for children with SEND, those catered for by the school's provision (children at SEN support) and children for whom it is necessary to seek additional financial support (pupils who have an Educational, Health and Care Plan).

A child has SEND where 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.

It is the responsibility of the class teacher, after liaising with the SENDCo, to identify when a child has special educational needs which requires different or additional provision to be made for a child.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and feel they should be placed on the school's SEND Register, the following process should be followed:

- A referral form must be completed, outlining what support has been put in place so far, including an identification of behaviours and the attainment levels of the pupil, along with a piece of the child's work.
  - A discussion with the SENDCo will take place.
  - Discussion with parents/ carers, explaining that their child needs more specific targeted tasks and to establish the views of the parent/ carer and child.
  - If the barriers can be addressed using additional support within the classroom, then the child will be recorded on the year group provision map as monitor.
  - If the barriers cannot be addressed with classroom support and Quality First Teaching, then an IEP (Individual Education Plan) will be produced in which targets and support will be discussed. Provision should be additional to or different from the differentiated curriculum plan that is in place as part of normal provision. The IEP should be written by the class teacher with the support of the SENDCo and the child should be entered on to the school's SEND register as SEND Support. Children and parents also contribute their views to the IEP.
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- The class teacher remains responsible for working with the child on a daily basis.
  - The class teacher will carry out reviews of the IEPs formally on a termly basis. Parents are invited to meet with the SENDCo to discuss their child's progress. The outcomes of the review will determine the next course of action and the new targets (if needed).
  - Copies of any letters sent to parents and records of other contact will be kept by the teacher/SENDCo (as appropriate) in individual children's records.
  - The SENDCo will identify any further assessments that are required and will arrange for these to be completed either internally or by an external agency.
  - The class teacher will be given advice on strategies that can be used within the classroom as well as on any interventions that may be implemented.

- Where necessary, the advice and services of other agencies maybe sought to support with the needs of the child. The cost for these outside agencies will be met by the school unless they are statutory entitlements.

Throughout the process the parent and child will be consulted and informed.

## **An Educational Health Care Plan (EHCP)**

If, after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them, then this concern will be brought to the attention of the Local Authority (LA) in the form of a request for an Education, Health and Care Plan.

The purpose of an EHC plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them and, as they get older, prepare them for adulthood. The plan outlines the needs, wishes, hopes and dreams of the child and their parents, and outlines targets and support strategies that must be put in place in order to support the child.

Whilst the assessment is being pursued the child will continue to receive the support already provided.

Parents will be kept informed at all stages and given the contact details of SEND Information and Support Service (SENDIASS) formerly the Parent Partnership Service, who can offer independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held yearly to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENDCo to the review meeting or asked to produce a report. This includes parents, current agencies, class teacher, teaching assistant and SENDCo. The pupil will also be invited to attend and share their views and needs where appropriate.

The targets set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENDCo completes the appropriate annual review paperwork using the North Lincolnshire Education, Health and Care Hub.

At Lincoln Gardens we also set short term targets on IEPs which feed into the long term targets for children with an EHC plan. These are reviewed termly so that progress is closely monitored.



## **SECTION 6: Criteria for exiting the SEND Register**

Pupils receiving SEND Support are rigorously monitored and their support is continually assessed. Based on evidence accrued through this process the class teacher and SENDCo will make a joint decision on when to exit a pupil from the SEND Register.

## **SECTION 7: Supporting Pupils and Families**

The SEND Local Offer in North Lincolnshire aims to provide parents with the information you need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood. It can be found at the following link:

<http://www.northlincslocaloffer.com>

Lincoln Gardens Primary School's SEND Information Report can be found on the school's website; this provides parents with information on what support is in place for pupils with SEND at the school.

The local SENDIASS can provide independent support to families and their information is on the Local Authority Local Offer website.

### **Admission Arrangements**

Children enter school at the beginning of the Autumn term of the year of their fifth birthday. We follow the Local Authority's admission policy. Many of the children will have spent some time in the school's Nursery and the staff will have identified and begun planning for children who have SEND. Should any child in Nursery be placed on the SEND Register, this information will be passed on to relevant staff as they move through the school.

### **Exam Access Arrangements**

The school will apply, wherever possible, for exam concessions for pupils with SEND. Additional support is provided to pupils with SEND in preparing for exams when needed.

## **Transition**

At the end of each academic year, teachers will pass on any SEND or medical information to the new class teacher before the new academic year begins.

When children with SEND transfer to Secondary School, the SENDCo will liaise with the staff of the prospective secondary schools and hand over all SEND documentation prior to the new term beginning. The secondary school staff are invited to final EHC review meetings of year 6 pupils. SEND children will also receive bespoke transition to their secondary school if needed.

Where children with SEND transfer to another primary school, SEND records will be forwarded within 15 days of the child ceasing to be registered at our school.

If a child transfers into the school during the academic year, the school will endeavour to obtain the child's records from their previous school as soon as possible.

## **Medical Conditions**

The school's 'Medical Treatment of Pupils Policy' can be found on the school website under policies. The school endeavours to meet the needs of all pupils with a medical condition.

### **SECTION 8: Supporting Pupils at school with a medical condition.**

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school puts in place the necessary adjustments to meet the needs of pupils with medical conditions.

This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapy treatments
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions
- Staff training to support children within the school
- Healthcare plans

## **SECTION 9: Monitoring and evaluating SEND**

We aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEND. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches are flexible in order to recognise the needs of these children to ensure that work is well matched and differentiated to the specific needs of individuals. The SENDCo will monitor planning and teaching at regular intervals to ensure that the needs of pupils with SEND are being met. Book monitoring and 'SEND snapshots' also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated to monitor the delivery of interventions to ensure they remain focused on the needs of the child.

Children with SEND are set 'small step' targets against which progress can be measured. Teacher assessments and intervention results are used to measure the progress individual children and groups of children with SEND make. The SENDCo tracks the progress of pupils with SEND in Numeracy and Literacy termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DFE produces statistical information relating to the performance of children with SEND nationally. This data is used to compare the performance of our children in comparison to those nationally. Progress for children with special educational needs may also be measured using the Engagement model.

Evaluation and monitoring arrangements promote an active process of continual review and development of provision for all pupils.

## **SECTION 10: Training and resources**

### **Training**

Training needs of staff are identified through performance management and INSET. Training is then planned throughout the year for teaching and non-teaching staff using in house expertise and outside agencies. Staff also access local and national training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development independently as well as attending school INSET sessions.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the LA's SENDCo Network Meetings, national events and conferences in order to keep up to date with local and national updates in SEND.

Resources are purchased where appropriate to match the identified needs of pupils.

### **Funding**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula.

Within the overall school budget, an amount of funding is allocated to SEND pupils called the Notional SEND Budget or Element 2 Funding. A detailed provision map of intervention funded through this budget is kept for each year group. This is reviewed regularly and progress of children receiving intervention is monitored closely.

For children who have an EHC plan, the school is not expected to meet the full costs of more expensive special educational provision from their Element 1 and Element 2 funding. The local authority provides additional top-up funding (Element 3 funding) where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the Element 1 and 2 funding allocated to the school.

## **SECTION 11: Roles and responsibilities**

### **The Role of the SENDCo:**

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND

- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- being a key point of contact with external agencies (monitoring and statutory) especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Senior Strategic Team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- implementing the SEND Code of Practice (2014)
- ensure children with SEND are making progress through the use of pupil progress and data analysis
- liaise with co-ordinators of other curriculum areas to ensure that children with SEND have full access to their curriculum area
- attend CPD relevant to the development of the role and feedback relevant information when necessary.
- make staff aware of SEND training relevant to their own role

## **The Role of the Governing Body**

The governing body of the school is "expected to use their best endeavours to meet the needs of the children with SEN." (Section 29 Children and Family Act, 2014)

The School Governors must:

- do its best to ensure that the necessary provision is made for any pupil who has SEND
- ensure that, where the 'responsible person' – the Head Teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who SEND
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

- use their best endeavours to make sure that a child with SEND gets the support they need
- ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision.
- publish an SEND information report for parents containing information of the education of SEND pupils.

## **SECTION 12: Storing and managing information**

All documents relating to a pupils SEN and Disability are stored securely and information contained in them is regarded as confidential.

## **SECTION 13: Reviewing the Policy**

The policy will be reviewed annually and updated in response to need and as the legislation surrounding SEND is updated.

## **SECTION 14: Accessibility**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils. The school's plans to address the issue of accessibility and its future plans to reduce barriers to learning can be found in the school's Disability Equality Policy and its appendices (this can be found on the school website).

### **Curriculum**

The curriculum is adjusted and differentiated to meet the needs of disabled students in school. Appropriate equipment is used e.g. ICT equipment, writing slopes and a range of pencil grips and rulers to reduce and remove barriers to learning.

### **Environment**

Reasonable adjustments have been made to the building and environment to make it as accessible as possible for disabled students, visitors and staff: for example, high visibility tape has been used on railings and steps, ramps are in place and appropriate toilets and sinks have been fitted.

Reasonable adjustments in both curriculum and in the environment are made to ensure that pupils have full access to trips, outings and extra-curricular activities. Where necessary, individuals receive additional staff support to ensure full access to the curriculum.

The school promotes equality of opportunity through its Equal Opportunities Policy which includes both curriculum and non-curriculum areas of school life. It eliminates unlawful discrimination, disability related harassment and promotes positive attitudes towards disabled people through the implementation of the relevant policies and appropriate practices in the school. Disabled pupils are actively encouraged to take full part in both school life and activities in the wider community.

## **SECTION 15: Dealing with complaints**

If a parent or carer has any concerns about a child these should be addressed to, in the first instance, the child's class teacher.

If a parent or carer has a specific SEND concern about a child the SENDCo should be contacted via the school's office.

## **SECTION 16: Appendices**

The SEND Information and other policies mentioned in this document can be found via the following link under 'Safeguarding, SEND'. <https://www.lincolngardens.net/>

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENDCo for Inclusion in liaison with the Senior Strategic Team.

Mrs C Bradley

Date: 5<sup>th</sup> September 2023

Last updated: 5th September 2023

Next review: September 2024