



Lakeside Community Primary School

Special Educational Needs Policy

2017-2018

Person Responsible:	Stacey Herbert
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How the 2014 Code of Practice (2014) defines Special educational needs (SEN)

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.

A child of compulsory school age or a young person 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,*
- *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 or mainstream post-16 institutions*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation, The Children and Families Act 2014, came into force on 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/schools-colleges/special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. You can find more information at:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those learners in Derby that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local

Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the new National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Objectives

- **Staff members seek to identify the needs of learners with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all learners** in order to aid the identification of learners with SEN. Continuous monitoring of those learners with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure learners with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all learners' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the learners' needs cannot be met by the school alone.
- **Create a school environment where learners can contribute to their own learning.** This means encouraging relationships with adults in school where learners feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all learners at regular intervals.

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is Mrs Baker- Heath (Head of School).

The person co-ordinating the day to day provision of education for learners with SEND is Miss Herbert (SENDCo - Special Education Needs and Disabilities Coordinator).

3. Arrangements for coordinating SEN provision

The SENDCo will hold details of all SEN records for individual learners.

All staff can access:

- The School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual learners' special educational needs, including SEN files
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information and support for parents/carers available through Derby's SEND Local Offer, Umbrella and SENDIASS Derby.

In this way, every staff member will have complete and up-to-date information about all learners with special needs and their requirements which will enable them to provide for the individual needs of all learners. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all learners are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for learners with SEN

The school complies with all relevant accessibility requirements – including disabled accessible toilets and wheelchair access to all buildings within school. A link to the accessibility plan

7. Allocation of resources for learners with SEN

The school receives additional funding for children with SEN and this is allocated as appropriate by the Head of School. This funding is often utilised by providing additional staffing for interventions such as; one to one or small group provision for learners and utilises these principles:

- a. meet the needs of pupils with low cost, high incidence SEN;
- b. contribute, up to a certain level set by the local authority, towards the costs of provision for pupils with high needs (including those with high cost, low incidence SEN)

8. Identification of learners needs

Identification

The identification of learners needs will be done using the techniques outlined in the flow chart below:

Identifying SEND in your classroom.

Physical /
Sensory

Emotional,
Mental Social

Communication
& Interaction

Cognitive &
Learning

Make
observations

Speak to year
group, the child &
parents/carers.

Look at data & work in books.
Assess attainment & progress.
Are they making expected
progress?

Find a specific intervention to use and then review after 6 weeks.
Ensure Intervention Team Leader is aware of this (DJ).

If you are still concerned then speak to the SENDCo. (SHe/SH)

SENDCo Role.

Can involve outside agencies and talk to child & parents/carers.

Discussion with staff & offer support if needed.

Observation of child & assessment of data/books.

Following this; add to our school SEN register.

SEN Support (SEN Code of Practice 2014)

Where it is determined that a learner does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a learner with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the learner grows. This cycle enables the identification of those interventions which are the most effective in supporting the learner to achieve good progress and outcomes.

Assess

This involves clearly analysing the learner's needs using the class teacher's assessment and experience of working with the learner, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The learner's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the learner is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the learner, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching

strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the learner's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly each term. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the learner and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the learner's progress and development making any necessary amendments going forward, in consultation with parents and the learner.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The Local Offer

for Special Needs and Disabilities



Further information about EHC Plans can found via the SEND Local Offer:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>



Information Advice & Support Service (SENDIASS)

or by contacting the SENDIASS team on: Tel: 01332 641414

<http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass/>

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Derby City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the learner's formal record and reviewed at least annually by staff, parents and the learner. The annual review enables provision for the learner to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Learners with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate learners with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all learners including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt learners would benefit from this provision. We set appropriate individual targets that motivate learners to do their best, and celebrating achievements at all levels.

10. Inclusion of learners with SEN

The Head of School and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. (see Appendix A – Inclusion Statement)

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and learners throughout the year.

This is done in the form of staff discussions, progress meetings with parents and network meetings. An important part of the evaluation is the yearly report to governors that the SENDCo presents.

Learner's academic progress will be monitored at the four assessment points by the SENDCo to ensure that children with SEN are making the correct progress. SEN provision and interventions are recorded on a school provision map (see Appendix B), which is updated every term. This information is provided by the year group staff and is then updated and monitored by the SENDCo. The information that is acquired through monitoring by the SENDCo is then fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head of School or SENDCo, who will be able to advise on formal procedures for complaint. This is in line with Derby City Council's complaint policy.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of learners with SEN. The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN learners and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a learner. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

15. Working in partnerships with parents

Lakeside Community Primary School believes that a close working relationship with parents is vital in order

to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual learner's needs. The SENDCo/year group staff may also signpost parents of learners with SEN to the local authority's SEND Derby or Umbrella service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a learner has additional learning needs the parents and the learner will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor, Ms. Emily Parsons may be contacted at any time in relation to SEN matters.

16. Links with other agencies and voluntary organisations

Lakeside Community Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with the following external agencies, such as

- Derby STePS (Specialist Teaching and Education Psychology Service)
- Social Care
- Derbyshire Speech and Language Service
- Lighthouse (Occupational Therapy)
- School Nurse

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed _____ [Name]

Mrs Joe Baker-Heath (Head of School)

Date _____

Signed _____ [Name]

Miss Stacey Herbert (SENDCo)

Date 25/09/17 _____

Signed _____ [Name]

(SEN Governor)

Date _____

Inclusion Statement

Lakeside Community Primary School,
London Road,
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DE24 8UZ

Tel: 01332 571485

Fax: 01332 573036

Email: admin@lakeside.derby.sch.uk

Head of School : Mrs. Joe Baker-Heath

At Lakeside Community Primary School we believe that everybody has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.

Everybody is unique in terms of characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account. Those with exceptional learning needs and/or have access to high quality and appropriate education.

We understand that Inclusion is a *process* and a lifelong issue, linked to enhanced participation in society.

We acknowledge the key principles of Inclusion:

- **Valuing diversity:** All children are equally valued. They present a rich and diverse range of strengths and needs which is recognised and regarded positively.
- **Entitlement:** All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.

- **Participation:** All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.
- **Individual needs:** A range of flexible responses is used to meet the needs of individual children and to accommodate their diversity including inter-agency planning.
- **Collective responsibility:** It is the responsibility of all staff.
- **Professional development:** Inclusion requires the application of existing skills and the development of new ones. All staff have access to a range of appropriate courses, advice and resources.
- **Equal opportunities:** Educational development All pupils' needs in planning.

At Lakeside Community Primary School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- ✓ Fostering a climate that supports flexible and creative responses to individual needs.
- ✓ Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- ✓ Ensuring that all school developments and policies take account of inclusive principles.
- ✓ Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- ✓ Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- ✓ Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- ✓ Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- ✓ Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

Appendix B

LCPS Whole School Provision Map - 2017-18			
	Wave 1	Wave 2	Wave 3
	Provision	Provision	Provision
Cognition and Learning	Differentiated Curriculum Differentiated Delivery Differentiated Outcome Increased Visual Aids Visual Timetables Illustrated Dictionaries Use of Writing Frames Visual Stress Aids	Read Write Inc Small group interventions KS2 English Booster Groups KS2 Maths Booster Groups Fresh Start Phonics Read Write Inc Spelling - small groups Adult led Group Support in English Adult led Group Support in Maths Nessy Reading - half-term 1 Dynamo Maths - half-term 2 Colourful Semantics	1-1 Withdrawal 1-1 In-Class Support Speech & Language Intervention Read Write Inc 1:1 Support
Communication and Interaction	Whole School Silent Signals Differentiated Curriculum Delivery Increased Visual Aids Visual Timetables Visual Stress Aids Sensory Aids	Speech and Language - small group intervention Adult led Group Support in English Adult led Group Support in Maths EAL Support - small group	1-1 Withdrawal 1-1 In-Class Support Speech & Language Intervention 1-1 with Learning Mentor 1-1 EAL Support
Social, Emotional and Mental Health	Whole School Reward System Whole School Rules Whole School Policy for Behaviour SMSC Circle Time Family Group Visual Stress Sensory Aids	Circle Time Anger Management Friends for Life Programme Small group with Learning Mentor	I Can Card 1-1 with Learning Mentor 1-1 Withdrawal 1-1 In-Class Support 1-1 Behaviour Plans
Sensory and/or Physical	Pencil Grips Larger writing implements Visual Stress Aids Sensory Aids Scissors Availability of Other Resources	Occupational Therapy - small group	1-1 Withdrawal Use of Specific Resources/Equipment Occupational Therapy TouchType

