

SEND Policy

Lemington Riverside Primary School
Primary School



Approved by:	The Governing Body	Date: September 2019
Last reviewed on:	September 2019	
Next review due by:	September 2021	

Lemington Riverside Primary School Primary School

Special Educational Needs and Disability Policy

Name and contact details of SENDCO:

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or 0191 267 4315

Our existing policy is reviewed annually following the implementation of the 2014 SEND Code of Practice and reflects the 0-25 guidance.

Rationale:

At Lemington Riverside Primary School every child is equal, valued and unique. We aim to provide an environment where all children feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Lemington Riverside Primary School is committed to providing an appropriate and high quality education to everyone within its community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parents/Carers' SEND Information Guide, SEND Policy, Annual SEND Report.

Lemington Riverside Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEND) and disability
- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND

- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Admission Arrangements:

The school has adopted the criteria set out in the Local Authority's admission policy. The school welcomes children with known special educational needs and disabilities, as well as identifying and providing for those not previously identified as having SEND.

Roles and Responsibilities:

The **Special Educational Needs Coordinator (SENDCO)** is **Susan Hinshaw** and her roles and responsibilities include:

- overseeing the day-to-day operation of the policy;
- coordinating provision for pupils with SEND;
- maintain the SEND list and regularly update the SEND provision map;
- liaising with the Designated Teacher where a Looked After Child 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 pupils' needs effectively;
- track progress using school-based and statutory assessment data;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors 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.

The class/subject teacher:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment

- Fulfil wider professional responsibilities in relation to SEND eg. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

The governors responsible for SEND are Liz Langfield and Julie Foggin.

The Designated Safeguarding Leads are the Head Teacher (Craig Heeley) and the Deputy Head Teacher (Susan Hinshaw). The Deputy Designated Safeguarding Lead is Lisa Crowe.

The designated member of staff responsible for managing pupil premium is the Head Teacher, Craig Heeley, with the Administration and Finance Assistant, Lisa Casey.

Looked After Children (LAC):

The SENDCO and designated teacher meet on a weekly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

The designated member of staff for looked after children is Craig Heeley.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The head teacher and SENDCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

The broad, balanced and relevant curriculum is differentiated to enable all children to access the learning. In planning and teaching, teachers aim to provide suitable learning objectives, meet the children's diverse learning needs and remove the barriers to learning. For the majority of the week children with SEND are taught with their peers in mainstream classes. However, in order to maximise learning, some children are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Children with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

Identification, Assessment and Review Arrangements:

Lemington Riverside Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEND support and is updated each term.

There are 4 broad areas of need:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, emotional and mental health difficulties (please ensure that your anti bullying policy makes reference to the impact of bullying on SEND pupils)
- ✓ Sensory and/or physical needs

The following are **not** SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEND support – four part cycle:

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concerns checklist is completed and discussed with the SENDCO. Staff are available to discuss this regarding the individual children in their class.

Assess

The class or subject teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified (include how this happens). Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. (Reference to provision maps / intervention maps)

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make expected

progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEND team, Counselling Service, SpLD team SEND Teaching and Support Service (SENDTASS) and, when appropriate, Social Services and Looked After Children Team. All of the above are purchased by school through a traded service and are not centrally funded.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

Lemington Riverside Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them.

Parents are informed about ***Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service***. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and

Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Our Welfare Officer, Paula Stones, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- ✓ Regular observation of teaching by the Senior Leadership Team.
- ✓ Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- ✓ Assessment records that illustrate progress over time – e.g. reading ages
- ✓ Pre and post assessments for those pupils who are withdrawn for targeted interventions
- ✓ Success rates in respect of individual targets
- ✓ Monitoring by the governors with responsibility for SEND
- ✓ The views of parents/carers and pupils. Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive.
- ✓ Regular meetings between SENDCO, SENDTA and head teacher / SENDCO, subject leads.
- ✓ Provision Mapping – used as a basis for monitoring the impact of interventions.
- ✓ LA SEND Review to externally validate provision and outcomes for pupils with SEND

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCO. As part of the OWL Trust there are opportunities for School to School training with SEND for all staff.

Medical Conditions:

Lemington Riverside Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service (see also *School Complaints Procedure* which is available via the school website)

Date agreed: September 2019

Review due: September 2020