Lemington Riverside Primary School
SEN and Disability Policy

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The Special Educational Needs Coordinator is Mrs S. Hall –
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Mrs S. Hall has been SENCO at the school since January 2002
(handing over to Susan Hinshaw in April 2018)

Mrs S. Hall is on the Senior Leadership Team (SLT)
Mrs S Hinshaw is on the Senior Leadership Team (SLT)

SEN and Disability Policy

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

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' SEN Information Guide, SEN Policy, Annual SEN Report.

We are 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. *To support this we use Cpoms to keep a record of work with other professionals and services and after consultation with the next school /setting ensure that they are fully informed about the needs of individuals going into their care,*

Objectives:
- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN 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 SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN 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 as appropriate
- To provide advice and support for all staff working with pupils with SEN

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

Admission Arrangements:
The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

Roles and Responsibilities:
The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- 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 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 SEN 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 SEN*
- *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 SEN 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*

We have class based Teaching assistants that supports individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

The governor responsible for SEN is Liz Langfield

The designated teacher for child protection is Susan Hall

The designated member of staff responsible for managing pupil premium is Susan Hall

Looked after children (LAC)
The SENCO and designated teacher will meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN 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 Susan Hall

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

- There are disabled toilets in the main teaching and Key stage 1 blocks and in Early years there is an area where younger children can be changed in private within the children's toilet area.
- Medicines are kept in a safe place within classrooms for ease of administration unless they have a specific requirement such as being stored at a certain temperature when they are kept in the fridge in the main school building. medication is only administered in school once a care plan has been filled in by a parent or carer. (see medicines in school policy)

Allocation of Resources:

- The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to

provide high quality appropriate support for pupils with SEN. *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 at Lemington Riverside have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching from their class teacher, this includes identifying learning needs, planning, assessing and reviewing the pupils learning.
Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.
(Our Parents/Carer' SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.)

Pupils with SEN are encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. To support this we ensure that additional activities are accessible and community activities are promoted via leaflets and noticeboards.

Identification, Assessment, Planning 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 SEN 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 SEN pupils)*
- *Sensory and/or physical needs*

The following are ***not*** SEN 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

SEN support – four part cycle

The identification of SEN 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 SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess
The class teacher, working with the SENCO, 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 and children where appropriate.

Plan
Parents will be formally notified and receive a copy of the plan. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system through the use of provision and intervention maps.

Do
The class 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 SENCO 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, working with the SENCO, 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. School liaises with the following *services* - Educational Psychology Service, School Health, School effectiveness SEN team, SEN Teaching and Support Service (SENTASS), Family Support Officer, Counselling Service and, when appropriate, Social Services and Looked After Children Team.

Education, Health and Care Plans
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN 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 SEN support.

SEN information document
This report can be found on the school website or a paper copy is available on request. It outlines the provision Lemington Riverside Primary School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements
Transition is carefully planned. In order to ensure successful transition to Secondary Education the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN 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 SEN 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.
The Parental Support Adviser, 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 (formally known as CAF, Common Assessment Framework) 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 SEN 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. The pupil review sheet is completed on a termly basis. Pupils in key stage 2 and above are invited to attend their termly review meeting as appropriate.

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 SEN:
Regular observation of teaching by the senior management 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 governor with responsibility for SEN
The views of parents/carers and pupils. Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.
Regular meetings between SENCO, class teacher and Teaching Assistants and head teacher / SENCO, subject leads
Provision Mapping – used as a basis for monitoring the impact of interventions.
LA audit to externally validate provision and outcomes for pupils with SEN

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 SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion.
Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.
(As part of the OWLT SENCOS are currently working with Jill Tough and Shiela Kingsland sharing good practice with each other in order to provide the highest quality education to children with additional needs)

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 SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See also *Medicines in Schools Policy and list staff responsible for medicines)*

The Complaints Procedure:
Initially an attempt will be made to resolve a complaint about SEN 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 SENCO 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. Details can also be found in the Local Offer.

Date agreed: November 2017

Review due: November 2018

Date reviewed October 2017

Related policies: Admissions, Accessibility Plan, Annual SEN Report, Anti-bullying Policy, Looked After Children, Medicines in School, Safeguarding, Teaching and Learning, Transition.