

## **SEND POLICY**

Lower Farm Primary School has a named SENCO, Mrs S Moorman, who is a member of the Senior Leadership Team, and a named Governor responsible for SEND, Miss L Holford.

They ensure that the Lower Farm Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

### **Statement of Intent**

To create a learning environment where all children have an equal right to quality first teaching which provides a full and rounded education to enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

At Lower Farm, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEN policy details how, at Lower Farm, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **What is NOT SEN?**

There are certain factors that may impact on progress and attainment but they are NOT deemed as a special educational need:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium
- Looked After Child
- Behaviour. Behaviour is no longer defined as a SEND, the Code of Practice recognised that behaviour is an underlying response to a SEND.

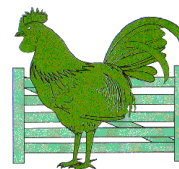
### **Aims and objectives**

Our aims are:

- to create an environment that meets the special educational, and physical, needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical, or physical, conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum through reasonable adjustments
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that, in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact



regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- ensuring that all tasks are differentiated, suitable resources are provided and marking is appropriate to the objective. (Please refer to 'Teaching and Learning' and 'Marking' policies).

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

In order to identify a child as having a special educational need, at least one cycle of ASSESS-PLAN-DO-REVIEW will be completed. This cycle provides children with targets and focused intervention in order to accelerate their progress. If,

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despite this intervention, the child does not make adequate progress, the class teacher will discuss their needs with the SENCO and the child's parents and agree the next steps.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

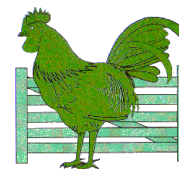
### **Exiting the SEND Register**

If the child makes accelerated progress, intervention will be stepped down but the child's progress will continue to be monitored. Parents will be consulted and the mutual decision will be made to remove the children from the SEN register

### **The Role of The SENCO and what Provision Looks like at Lower Farm**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.



- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- To oversee the school's achievement of Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate-good progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Lower Farm will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan (EHC), we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for at least one cycle (ASSESS-PLAN-DO-

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REVIEW). If no progress is noted after this time the child may be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENCO and Phase Group leader, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child.

Reasons for a child being added to the SEND register may include the fact that he/she:

- 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.
- 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.

Once a child has been added to the SEND register, their progress is monitored and analysed half termly by the SENCO, Phase leaders and the Head. Immediate action is taken where the progress is not adequate.

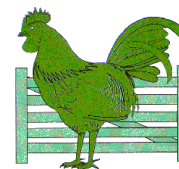
### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.



We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents are invited to look at the Walsall LA Local Offer on the website:

[www.mywalsall.org](http://www.mywalsall.org)

### **The Nature of Intervention**

All children are entitled to quality first teaching in order to make good progress. Lower Farm regularly 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 enhancing their knowledge of SEN.

If, despite this, the child needs further intervention, the SENCO/Phase leader decide on the action needed to help the child progress. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other Wave 3 intervention such as Toe by Toe.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for ensuring delivery of any individualised programme in, or out of, the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO, if requested, to discuss Individual Learning targets.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, within the classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

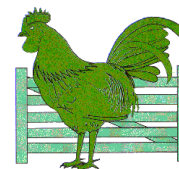
### **School Request for Education Health and Care Plans (EHCP)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.





- Views of the parents. The parents of any child who is referred for EHC will be kept fully informed of the progress of the referral. Children with an EHC will be reviewed each half term/term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be invited to a review to ensure all information is passed on and to provide parents with an opportunity to discuss any concerns/queries they may have.

### **Individual Education Plans (IEP)**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the child can be successful
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though

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when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Assessments: Where it is deemed appropriate, children with a special educational need will have an adult to support them with reading in their assessments.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **Dyslexia Friendly Status**

Lower Farm actively promotes a Dyslexia Friendly learning environment (for more info please see SENCO) and uses teaching techniques suitable for all children to learn. We have accreditation from the BDA (British Dyslexia Association) to recognise this.

Please see [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) for more information.

### **The role of the governing body**

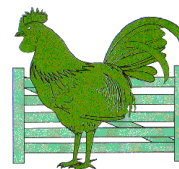
The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides staff with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.



### **Supporting Pupils at School with Medical Conditions**

Lower Farm recognises that pupils at school with medical conditions should be properly supported so that 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 may, also, have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision. Here, the SEN Code of Practice (2014) is followed. All staff are qualified first aiders.

### **Compliance**

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

- Equality Act 2010. Advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions September 2014
- The National Curriculum in England Key Stage 1 and 3 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012.

This policy should be read in conjunction with the school's 'SEN Information Report', Local Offer and the following policies:

Supporting Pupils with Medical Conditions;  
Safeguarding  
Anti-bullying

The policy has been created by S Moorman (SENCO), in liaison with Governors, SLT and staff.

Signed:

Date: Oct 2017

This policy will be reviewed annually.