

SEND Policy

Leighton Primary Preschool

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Document Control

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice says that:

A child has SEN 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.

The 4 areas of need are identified as:

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

LEGAL REQUIREMENTS

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 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

OUR SCHOOL OBJECTIVES

- To identify and assess individual pupils' needs as early as possible
- To ensure all pupils experience a broad, balanced, relevant and differentiated curriculum
- To structure teaching groups and the curriculum in order to match as closely as possible the needs of the pupils
- To integrate those pupils with special educational needs as fully as possible within the framework of the school
- To ensure appropriate and relevant information is available in order to address the evolving needs of all pupils
- To ensure effective communication between parents and school
- To promote effective partnership and involve outside agencies, when appropriate
- To ensure that all pupils, staff, governors and parents are aware of the special needs provision within the school
- To follow the guidance laid out by the Code of Practice and use the graduated approach to establish areas of need and how to best support children
- To ensure all children, in the first instance, have access to quality first teaching
- To ensure interventions are evidence based and appropriate for the area of need

EQUAL OPPORTUNITIES AND INCLUSION

At Leighton Primary School we strive to meet the needs of all children, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is vital that we meet the diverse needs of our pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multicultural society.

IDENTIFICATION OF SEND

The progress of every child is monitored robustly following formal half termly assessments and monitoring of book outcomes through initial pupil progress meetings held between the Class Teacher and the Phase Leader. This is monitored by the Headteacher with the Phase Leader through half termly standards meetings. Where children are identified as not making progress and are attaining significantly below age expectation (*See Appendix B*) in spite of Quality First Teaching, discussions are held between the Phase Leader and the SENDCo and a plan of action is agreed. As a school we will follow the table (*Appendix B*) and use formative assessments to identify when attainment is such that it indicates a Special Educational Need.

Once a SEND has been identified we will continue to use the graduated approach (*Appendix A*) to ensure the provision is personalised to the child and regular reviews of this provision takes place.

Parents with SEN concerns often ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or agreed parental support between the Class Teacher, SENDCo and the parents.

As SEND covers the four areas of need, the discussions between class teachers, Phase Leaders and SENDCo each half term will also cover social, emotional and mental health, communication and interaction and physical and sensory. In addition to this parents are encouraged to discuss their concerns with the SENDCo throughout the year. A child will be identified as SEND if there is no improvement in these areas after two half termly cycles of provision.

SEN AND EAL

At Leighton, we have a high number of children whose first language is not English. Identification and assessment of the special educational needs of these children 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 level of English or is due to a special educational need. English fluency assessments recorded by the EAL Lead, along with home language assessments will be used, when appropriate, to identify where the barrier to learning lies.

SEN IN THE EYFS

Transition meetings will take place from preschool settings and children with SEND identified prior to starting school in September to ensure the correct provision is in place. From this point we will follow the school procedure (See Appendix) to identify SEND including half termly meetings with the PL and SENDCo and discussion during the half termly data days.

STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention), progress in the specific area of need remains a significant concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Evidence of The Graduated Approach
- Information on the pupil's health and relevant medical history
- NC Levels
- Other relevant assessments from specialists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports (if involved)
- Any other involvement by professionals

Preparation towards applying for an **Education Health Care Plan (EHCP)** is led by the SENDCo, supported by evidence provided by outside experts and school records. The views of the child and the parents are a very important part of the process.

An EHCP may be provided where, after a Statutory Assessment, the Local Authority considers that the child requires provision beyond what the school can offer.

LINKS WITH EXTERNAL SERVICES AND PROFESSIONALS

There are many external agencies who have links with Leighton School. The following services are contacted regularly for advice and/or assessment:

- Speech and language therapy service (SALT)
- Sensory Support
- Service for Looked After Children (ESLAC)

- Education Welfare Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Educational Psychology Service (EP)
- Occupational Therapy Service (OT)
- Physiotherapy Service

In addition, the SENDCo has a list of more specialised addresses of support organisations for parental and school use, e.g.

- SEND Partnership
- Autism Advisory Teacher Service
- Emotional Health and Wellbeing Service

TRANSITION ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We work closely with other professionals and families to ensure a smooth transition for all the children at Leighton Primary including those joining us and those leaving.

- The introduction of each individual child to Leighton School, their transfer to another primary school or their progression to secondary school, is planned individually dependent upon needs
- The school ensures that all records and information are transferred as quickly as possible and individual staff liaise with staff at the new school
- Transfer to secondary school is managed on an individual basis with an appropriate number of additional visits to secondary school taking place in the summer term depending on the child's individual needs as well as visits to Leighton School by support staff from the secondary school
- The SENDCo from the transfer school is invited to the Annual Review meetings in Year 6
- Once a child is identified by a pre school setting, discussions will take place and a transition plan will be implemented depending on the child's needs.
- Documentation from previous schools will be sent to the Leighton once a child with SEND has transferred and a meeting will be arranged with parents. A plan will be put in place to ensure the child has an effective transition and their needs met once they are in the school.
- We ensure the transition across year groups is as smooth as possible with the use of additional visits to classrooms and extra time spent with the new class teacher. Previous and new class teachers meet to ensure all relevant information is provided with a focus on important elements such as resources and routine. Transition books are produced when needed and sent home over the summer holidays to help with the transition

HOW PROVISION FOR SPECIAL EDUCATIONAL NEEDS IS FUNDED

The Head teacher in consultation with the Governing Body, will allocate necessary funding to meet the needs of pupils with special educational needs. The Finance committee will draw the attention of governors to the amounts delegated to the school by the LA under Special Needs

headings in the Section 52 Statement, and to the amounts allocated for SEN in the proposed school budget. The annual report to parents will also include this information.

The Head teacher will allocate a budget to the SENDCo to use based on the priorities of the school against the school development plan. The Governors will robustly monitor spending on SEN in line with standards across the school and the measurement of success criteria from the school's annual improvement planning priorities.

ALLOCATION OF RESOURCES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The allocation of funding given to special educational needs is published in the Governors' Annual Report to Parents. There are four areas to which funding are allocated:

- the employment of TAs to support named children in line with their EHCP
- the allocation of a portion of general assistant staff to support groups and individual pupils in the classroom
- an allocation of the school's capitation to purchase additional resources and equipment
- we provide further training where necessary from an allocation of the school's standard budget

STAFF TRAINING

Standards discussions, book outcomes, lesson observations, pupil discussions and parental discussion will be considered when planning SEN training for staff. This training is provided in the following ways:

- In-house training
- Mentoring
- Job shadowing
- Visits to/links with other schools, including special schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

RECORD KEEPING

We record all the steps and actions that the school has taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need them. The records kept for a pupil with special educational needs may include

- Information from previous schools
- Information from parents
- Information on progress, behaviour and gains in social and emotional skills.
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.

- Reasonable adjustments forms highlighting any extra provision for social, emotional and behavioural concerns and the support in place to address these.
- Where appropriate, the child's own views of their needs with the use of one page profiles.
- Information from Health/Social Services
- Joint Learning Plans (JLPS) plans for children with complex needs highlighting all the additional provision they receive.

ROLES AND RESPONSIBILITIES

The “**responsible person**” (as required by the Code of Practice), the Head teacher; **Mrs Amy Woolner**

The SENDCo is **Mrs Kirsten Bilby**

The Governor with responsibility for SEND is **Ashley Mather**

ROLES AND RESPONSIBILITIES IN RELATION TO SEND

Your **child's class teacher** is responsible for:

- Providing Quality First Teaching which is carefully adapted to the needs of all children, to make sure that all children reach their full potential
- Monitoring the progress of all children
- Having high expectations for all children in their class
- Identifying, planning and delivering any additional support that may be needed with the use of reasonable adjustments, supporting the child to access the curriculum.
- Discussing any initial concerns with you and informing the SENDco (Special Educational Needs Disability Coordinator) that this has happened
- Making sure that you are informed about how your child is progressing
- Making sure that the school's SEND policy is followed
- Making sure that all staff who support your child are aware of their strengths and difficulties
- Making sure that they are given feedback about how your child does when working with other adults
- Ensuring appropriate differentiation to allow all children to access the curriculum

The **SENDCo** (Mrs Kirsten Bilby) is responsible for:

- Writing the school's SEND policy and monitoring its delivery throughout the school
- 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
- Leading on all the SEND provision
- Liaising with the Designated Teacher where a looked after child has SEND
- Advising on the graduated approach to identify SEN and implement support.
- Ensuring that parents are told about any concerns school may have about your child

- Ensuring that parents are invited to all reviews and meetings about your child
- Contacting out-of-school experts and agencies on behalf of you and your child then working with them to support your child
- Being a key point of contact with external agencies, especially the local authority and its support services
- Ensuring all children with SEND are recorded on the schools' SEND register and that this information is updated at least termly
- Ensuring evidence of the graduated approach is recorded
- Supporting all members of staff so they can support your child as successfully as possible
- Supporting you and your family as appropriate
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with potential next providers of education to ensure you and your child are informed about options and a smooth transition is planned
- To provide in house teacher training regarding our school priorities in addition to arranging external training when appropriate
- To carry out TA performance management annually and co ordinate any necessary training required
- Ensure ECT's have a good understanding of SEND throughout the school through meetings, organise any training needed and be a point of contact for any SEND issues.
- Meet with teachers who are new to the school to inform them about SEND throughout the school and be a point of contact for any SEND issues.

The **Head Teacher** is responsible for:

- The day-to-day management of all areas of the School which includes the support given to children with Special Educational Needs or Disabilities (SEND)
- Working closely with the SENDco to delegate responsibilities and to make sure the needs of all children are met
- Keeping the Governing Body informed about the provision for children with SEND

The **Governor with responsibility for SEND** (Ashley Mather) is responsible for:

- Making sure that the school has an up-to-date policy for children with Special Educational Needs or Disabilities (SEND) policy
- Making sure that the school has appropriate resources and has made necessary changes so that the needs of all children in the school are met
- Making sure that the necessary support is provided for any child with SEN and/or disabilities
- Keeping a general overview of all of the above points by regular visits to school to talk to children and staff about the general provision for children with Special Educational Needs or Disabilities (SEND)

COMPLAINTS PROCEDURE

If any parents/carers have a complaint concerning the special educational provision for their child or about special educational provision generally, they should speak to the class teacher and SENDCo initially. If this proves unsuccessful the matter should be referred to the Head teacher. Should the matter still be unresolved the parents/carers should contact the Chair of Governors in writing. If the approach is to a Governor he/she will, in the first instance, refer it to the Head teacher. Your complaint will then be investigated and you will receive your initial response from the Chair within 10 school days. If the matter still has not been resolved to the parent's satisfaction they can request a review of the written information concerning their complaint by a panel of school Governors. They have 10 school days to make this request.

ADMINISTRATION

This policy having been presented to, and agreed upon by the whole staff and Governors, will be distributed to :

- All Teaching Staff
- School Governors

A copy of the policy will be available in:

- The shared drive
- The Head Teacher's Office
- School website.

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Please read this document together with our Local Offer for children with SEND.

The document will be reviewed annually.

COVID-19 AMENDMENT 2020

To ensure staff, children, parents and all other persons of concern are kept safe, meetings will be virtual whenever possible and the activities of the SENDCo and SEN governor may be adapted.

For example, the SENDCo will support teachers to give suitable provision with SEN without breaking class bubbles to observe. The actions will be in line with the schools Risk Management Plan (RMP) for Covid-19. Once the RMP is adapted and staff are allowed to move bubbles, the SENDCo's methods to support can be revert back to normal practice, as mentioned in this document.

APPENDIX A

The Graduated Approach

Once a child has been identified as having SEND through whole school tracking and assessment and the use of the attainment table (Appendix B), this 4 part cycle will be used to ensure the child receives a more personalised level of provision that is reviewed and updated half termly.

- **Assessment** – the needs of the child are assessed by school staff
- **Planning** – support is planned and recorded on the relevant document (provision maps are used for academic provision and reasonable adjustments are used for provision supporting the other areas of need.)
- **Doing** – the support is carried out.
- **Reviewing** – the effectiveness of the support is reviewed and adjustments made depending on the outcome/progress of the previous half term.

Once the need is identified, this cycle continues, with the support becoming more detailed and specific if the child continues to have difficulties.

The evidence from two terms of the graduated approach will be used in the application of support from external agencies such as Educational Psychology or when applying for EHC Plans.

Half termly meetings take place between the SENDCo and phase leaders to monitor the progress of children identified as having SEND. At this point, if it is thought that the child has made sufficient progress and is working in line with their peers, the child will be removed from the SEND register as they no longer require support additional to their peers.

APPENDIX B

Table to support identification of pupils with SEN.

	Autumn	Spring	Summer
Reception		22-36	22-36
Year 1	30-50	30-50	40-60
Year 2	EYFS	1B	1WT
Year 3	1E	2B	2WT
Year 4	2E	3B	3WT
Year 5	3E	4B	4WT
Year 6	4E	5B	5WT

At the end of each term this table is used as a point of reference. The aim is to standardise the identification of children with SEN within the cognition and learning area of need and ensure children with additional needs have been identified and provision is in place to support them.