



LONG LAWFORD PRIMARY SCHOOL SEND POLICY 2017

Adopted by Performance and Standards Committee February 15th 2017

1 Introduction

1.1 At Long Lawford Primary School we aim to have the highest possible quality of teaching and learning to enable all children to achieve their full potential. We work together to be an Achieve, Care and Enjoy school. This policy helps ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

1.2 Legislation

Our school follows the legislation laid out in the Children and Families Act 2014, Special Educational Needs and Disability Act 2001 and the SEND Code of Practice 2014.

2 Aims and Objectives

The aims of our special educational needs and disability (SEND) policy and practice in this school are:

- 2.1 To engage all children in the learning process. The staff at Long Lawford Primary School recognise that all children are entitled to quality first teaching and to “a broad and balanced curriculum delivered within the framework of the National Curriculum regardless of any special educational need.”
- 2.2 To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment.
- 2.3 To make every effort to secure special educational provision for those pupils whom it is required, that is “additional to and different from” that provided within a differentiated curriculum.
- 2.4 To work in partnership with children, parents, Local Authority and outside agencies including health professionals.

3 Special Educational Needs

We recognise that some children have particular needs that could create barriers to learning and therefore these children have special educational needs. This may be at any point during their time in school and may be for a short period of time or long term.

3.1 Definitions

At Long Lawford Primary School we use the definition for SEN from the SEND Code of Practice (2014). This states that SEN is:

“A child or young person has special educational needs if he or she has a learning difficulty or a 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 in England.” This may arise from difficulties such as:

- Cognition and learning difficulties.
- Social, emotional and mental health difficulties.
- Communication and interaction difficulties, which include speech and language difficulties, as well as difficulties along the Autistic spectrum.
- Sensory and or physical needs such as hearing impairment, visual impairment and physical impairment.

We use the definition for disability from the Equality Act (2010). This states that disability is: “A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.” Some specified medical conditions such as multiple sclerosis and cancer are considered disabilities, regardless of their effect.



3.2 **Assessment and Identification**

Our school believes that early identification and assessment of need is paramount. Concerns can be identified by parents, a teacher, a previous setting or school or an outside support agency. Concerns may be highlighted due to lack of progress shown when tracking outcomes or where observations and discussions raise concern about wellbeing.

3.3 **Admissions**

Children and young people with SEND have different needs and all children with SEND are welcomed at our school. Click here for our Accessibility and Equality Policies: [Long Lawford Primary School Policies](#)

The Local Authority deals with all admissions and parents should contact Warwickshire County Council with any enquiries. Click here for Warwickshire Admissions Policy: [Warwickshire Schools Admission Policies](#).

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and may seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

3.4 **Provision for SEND**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experiences in school and increase their access to the taught curriculum. Educational support will be provided in a graduated response in line with the Code of Practice.

When a child has been identified as having a special need it will be necessary to establish the level of need and the level of provision to meet that need. This may come under the category of Targeted or Intense support. This will not be done in isolation but in partnership with the parents. We also value the children's views about their own needs and will, where possible, discuss these with them.

Initial Stage (School Monitoring)

Long Lawford School believes that early identification is vital and so uses the term School Monitoring. At School Monitoring stage a concern is identified and class teachers take initial action for differentiation and personalisation within the classroom. Parents are kept informed by the class teacher and advice from the SENDCo may be sought.

Targeted Support

The trigger for targeted intervention will be that despite receiving differentiated and personalised learning opportunities the child requires more targeted intervention to accelerate progress in a specific area or areas. The class teacher plans specific interventions, consulting the SENDCo, and is responsible for working with the child on a daily basis and keeps parents informed of progress.

Intense Support (SEN Support)

If a child continues to make little or no progress in a specific area or areas or continues working substantially below that expected of children of a similar age then specific, additional and highly personalised interventions will be initiated. This requires external specialists to be involved in the assessment, planning and reviews for pupils. Parents will be asked to provide written permission for external agencies to work with their child. The SENDCo will work with teacher, parents and external agencies to plan an appropriate programme of intervention and support. Children identified with SEN are added to the register.

Education and Health Care Plan (EHCP)

The school recognises that for a small number of pupils, whose needs are significant and complex, it will be necessary to move beyond Intense Support and a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created. Such requests will be made with the support of the parents, the educational psychologist and external agencies.

4 Roles and responsibilities

4.1 Governors

We have a named SEND governor. The governing body of Long Lawford School will:

- a) Ensure the necessary provision is made for any pupil who has SEND.
- b) Ensure that parents are notified of a decision by the school that SEN Support is being made for their child.
- c) Nominate an individual governor who is involved in the development and monitoring of the SEND policy and ensures that SEND is a regular agenda item at governor's meetings.
- d) Ensure that the school has a named person for the implementation of the Code of Practice with a specialist resource base.
- e) Ensure that the funding for SEND is appropriately used.
- f) Ensure that staff training is provided for SEND (including SENDCo).
- g) Ensure that the SEND assessment procedure is effective.
- h) Ensure that, where the Headteacher or appropriate governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him/her.
- i) Ensure that all staff are aware of the importance of identifying and providing for the needs of those pupils with SEND.
- j) Ensure that pupils join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary educational provision, the efficient education of other children and the efficient use of resources.
- k) Ensure that an information report evaluating the effectiveness of SEND provision in school is made available to all parents.

4.2 Head Teacher

The Head Teacher has overall responsibility for the child's education and for providing the necessary resources. They will ensure that the governors are kept informed of how the SEND policy is working in practice. The Head Teacher will formally request the Local Authority to conduct an assessment of education, health and care needs when it is needed and will formally respond to the draft EHCP.

4.3 Class Teacher

At all stages the class teacher is responsible for ensuring progress. Through the class teacher's knowledge of the child's skills and abilities, they can identify and provide appropriate ways of the child accessing the curriculum.

4.4 SENDCo

The SENDCo is responsible for:

- a) The day to day operation of the school's SEND policy
- b) Liaising with and advising fellow teachers
- c) Co-ordinating provision for children with Special Educational Needs and Disabilities
- d) Maintaining the SEN register and overseeing the records on pupils with SEN
- e) Contributing to in-service training of staff
- f) Liaising with parents of children with SEND
- g) Liaising with external agencies including LA support, educational psychological services, health and social services and voluntary bodies
- h) With the support of the class teachers, conducting a Special Needs audit for the LA when requested



- i) Reporting annually to the Governors and regularly to the Head teacher
- j) Regular attendance at meetings on Special Needs and subsequently keeping the school informed of any changes in regulations through staff meetings

4.5 Teaching Assistants (TA)

TAs are required to work collaboratively with the class teachers and to contribute towards the monitoring and recording of the child's progress against their targets. Evaluation and record sheets for interventions and personal targets need to be completed and a complete record kept and shared with the class teacher and SENDCo.

4.6 Midday Supervisors

They support children with emotional, social, mental health, communication and learning difficulties by observing, reporting and conferring with the Senior Midday Supervisory assistant who in turn liaises with the Head teacher and SENDCo. Some children with SEND will have a named Midday Supervisor who will be aware of the child's needs and will support them through lunchtime.

5 Complaints Procedure

We work in partnership with parents and if there are any issues that need to be discussed this is done by firstly contacting the class teacher or SENDCo. Further concerns are dealt with by the Head Teacher and if no satisfactory resolution results, then parents have the right to meet with the designated SEND governor.

6 Further information

This policy should be read in conjunction with our school's local offer (also called the SEN Information Report) available on the school website, alongside all our policies, and is available in paper format from the school office.

This policy has been compiled by the SENDCo and the nominated SEND governor.

It was implemented by staff and governors from 15th February 2017.

It will be reviewed in February 2018.