



Long Sutton Church of England Primary School

Special Educational Needs & Disabilities Policy

Date of Last Review	Date of Next Review
July 2021	July 2022
Responsibility for Review and Monitoring / Auditing	
SEND Co-ordinator, in partnership with the Headteacher & the Curriculum & Standards Committee	
Next Audit Due:	Frequency of Auditing:
Summer 2020	Annual
Purpose	
To ensure that children with SEND are identified and supported in line with the SEND Code of Practice	

Policy

At Long Sutton School we believe that all pupils should achieve their full potential. The early identification of pupils' special educational needs and disabilities is therefore essential in order that all pupils can access and benefit from a broad, balanced curriculum delivered through an appropriate learning programme.

AIMS

- To ensure the early identification of pupils with special educational needs and/or disabilities
- To provide a staged approach to the assessment process and support those identified needs
- To develop a strong, positive and supportive partnership with parents in dealing with their child's specific needs
- To inform Hampshire LA of any particular serious concerns as appropriate
- To adopt a whole school approach to Special Educational Needs and Disability ensuring that all staff receive appropriate training to educate and care for the pupils with whom they have daily contact

PROCEDURES

Role of the Head teacher

Overall responsibility for the management of Special Educational Needs and Disabilities lies with the Head teacher. Even where it has been delegated to a SENCO the Head should be informed of all children who are on the SEND register and how they are being supported. The Head should in turn inform appropriate members of staff of any issues that relate to the SEND of individual children and ensure teachers are aware of the importance of early identification and provision for these children.

The headteacher should ensure the SEN policy is reviewed regularly.

They should work with the SENCo to identify staff development needs and organise relevant training.

At Long Sutton Primary School, the role of the SENCo is currently undertaken by the Senior Teacher, Mrs Kathryn Maidment.

Management

- The day-to-day operation of the SEND policy and the SEND Code of Conduct
- The support of teachers in identifying pupils with SEND
- Regular reviews and discussions with teachers / LSAs to discuss the progress of individual pupils on the SEND register
- To oversee the special needs work of the LSAs
- To co-ordinate the provision for pupils with SEND to include specific targeted group learning opportunities
- To maintain the school's SEND register and monitor the progress and records of all pupils with SEND
- To liaise with parents of pupils on the SEND register
- To contribute to the in-service training of staff
- To liaise with outside agencies
- To oversee the collation of evidence and the preparation of all documentation for Education Health Care Plan (EHCP) Needs Assessment applications

- To oversee the collation of evidence and the preparation of all documentation for annual review meetings for children with an Education Health Care Plan (EHCP)
- To attend meetings / case conferences with outside agencies
- To support staff in the preparation of Personalised Learning Plans (PLPs) and in the communication of the contents to parents / carers at parents' evenings
- To report to the Governing Body on a regular basis and meet regularly with the SEND governor
- To manage the SEND budget

The Role of the class teacher

- To identify children with special educational needs and inform the SENCo
- To collect and record information about the child so that appropriate provision can be made
- To complete information gathering forms for other professionals
- To write PLPs with the child and parents with appropriate targets
- To review PLPs once a term with the child and parents
- To liaise with teachers and LSAs working with the child
- To seek advice and support from the SENCo
- Contributing to annual review meetings
- To ensure regular LSA time is given to working towards PLP targets

LSAs work under the direction of the class teachers. Their SEND responsibilities include:

- The day to day support for pupils with PLPs
- The involvement in writing and reviewing PLPs with the class teacher
- Keeping the SENCo / teacher informed of individual pupils' progress
- Contributing to the annual review meetings
- Regular delivery of the PLP targets
- Involvement in the termly review of the PLP targets alongside the teacher

The Role of the child

We understand the importance of the views of the child. These views are valued as part of the PLP cycle. Pupils identify their areas of strength and areas for development as part of the PLP process. The PLPs are in a child friendly format and are written in accessible language.

The Role of the SEND Governor

The SEND Governor plays a key role within the school to provide support and challenge. The governing body has a statutory responsibility to ensure that the special needs of pupils in the school are met. The SEND governor liaises with the SENCo to keep up to date with the current situation and systems for identifying, assessing, providing for, monitoring and record keeping of all SEND children and to be aware of the use of outside agencies. The governing body will produce an annual report about SEND provision in the school.

Liaison with other settings and transition

- We are committed to ensuring that there is excellent continuity and progression between ourselves and other settings.
- Effective liaison has been established between our school, the feeder pre-schools and Robert May's School, to which the majority of our pupils transfer at the end of KS2.
- Comprehensive records of all SEND pupils are passed on both in written and verbal forms.

- The SENCo has liaison meetings with her counterparts in the other settings including Special Schools in order to facilitate smooth transfer.
- PLPs, relevant documentation and transfer documents are presented to the next teacher at the end of the summer term.
- In the case of a pupil transferring to another school, all necessary information is forwarded to the school.
- Liaison with Special Schools takes place as and when appropriate and should the need arise.

Arrangements for Admissions to YEAR R for SEND pupils

The school follows Hampshire LA guidelines for admission of pupils into Year R, however where a child has a specific need, the entry pattern can be negotiated with the parents. Information is gathered through liaison with local pre-school providers as well as other relevant external agencies in order to identify pupils entering school with special needs. Parents are encouraged to discuss any concerns they have from the outset.

Identification, Assessment and Provision for all pupils with Special Educational Needs and Disability

The school will:

- Assess pupils' educational needs through ongoing teacher assessment as well as published diagnostic assessment material and standardised tests if appropriate
- Ensure that pupils with SEND have access to a broad, balanced curriculum through differentiated groups, work and materials, as appropriate
- Develop a strong and positive partnership with parents
- Carry out the following agreed procedures in accordance with the Code of Practice
- Identify and record any early concerns during pupil progress reviews

There are now two different levels of support:- SEN Support

This refers to the first stage of support given within the school when concerns have been raised by parents or the teacher about a pupil's progress. If it is agreed that a pupil needs extra support, the parents will be informed and a meeting will be arranged between the class teacher and the SENCo so that a PLP can be set up identifying:

- Areas of need where support will be provided
- Strategies to promote independence
- The help that will be given and by whom
- A progress review in the next term

Success criteria is also identified so that it is clear how we know when these targets have been achieved. It may be necessary to seek advice and support from outside agencies who can offer specialist help in setting targets for a pupil's PLP.

Education, Health and Care Plan

This refers to the next stage of help where a pupil has exceptional needs that cannot be met within the normal classroom support. Parents and/or the school can request that the LA carry out an assessment of a pupil which may lead to them having an Education, Health and Care Plan. This plan sets out the level of extra support that a pupil needs and sometimes extra funding is allocated from the LA for this. Evidence for an ECHP may be gathered from:

- Individual Education Plans
- Regular reviews and outcomes
- Health records where relevant
- National Curriculum achievement
- Results of school and outside agency assessments
- Views of parent and child

- Involvement of other relevant professionals, social services and education welfare service

If a EHCP is granted, guidelines and objectives are carefully outlined to help guide the school. A PLP will be written to record strategies to enable progress. The EHCP is reviewed annually when parents, and outside agencies are all invited to contribute their views. When a child is transferring to Secondary school at Year 5 and 6, the SENCo from that school will be invited to attend.

The governors are legally responsible for ensuring the funds are provided for the named child.

Special Educational Needs and Disabilities Budget

The SEND budget comes from :-

- Education, Health and Care Plans (if applicable)
- The school staffing and resources budget
- The number of Pupil Premium pupils on roll

Arrangements for Partnership with Parents

Long Sutton Primary School recognises that parents have a crucial role to play in partnership with the school in identifying, supporting and assessing pupils with SEND. The school supports a clear home/school agreement through regular discussions with parents/carers and by involving them in their child's learning wherever possible. Parents are actively encouraged to attend both formal and informal reviews to discuss their child's progress. School annual reports are written for each pupil at the end of the summer term each year. Parents are also offered the opportunity to discuss their child's progress with the class teacher at the PLP review meetings which are reviewed each term.

Complaints Procedure

Arrangements for considering complaints about SEND provision within the school will be considered through the normal complaints procedures, ie through the headteacher, governors and LA.

Special Facilities / Adaptations

In the instance of a pupil having a physical disability, professional advice will be sought from the relevant outside agencies and appropriate adaptations will be put in place. The school has an accessibility plan to meet the needs of staff, pupils and visitors who are physically disabled. The current special facilities which increase or assist access to the school by pupils with SEND are:

- The side entrance door
- A disabled toilet on by the office and in the modular classroom
- Accessibility to all of the outside areas

Support Services

The school is supported by various services on a regular basis. The involvement can be in an advisory capacity or on a monitoring basis.

The services include:

- Educational psychologist
- Speech and language therapist
- School nurse
- Health support groups
- Physiotherapist
- Occupational therapist
- Specialist teacher advisor
- Outreach services from Special schools
- Behaviour support services
- Children's Services
- Family Support Service

- Child and Adolescent Mental Health service (CAMHS)

The school values and appreciates the involvement of such agencies and operates an open-door policy towards other experts/specialists who wish to contribute towards the pupil's specific needs.

Criteria for Evaluating the Success of the School's SEND Policy

The criteria for evaluating the success of the school's SEND Policy are as follows:

- Pupils' needs are identified early
- Appropriate programmes with resources and support are provided
- Pupils make excellent progress in their learning

The effectiveness and efficiency of our SEND policy will be determined in the following ways:

- The SENCo will monitor the programmes being carried out, in consultation with teachers, LSAs and parents
- Pupils' progress will be monitored against PLP targets, the Hampshire audit steps, the National Curriculum criteria and standardised tests, as appropriate
- Value will be placed on pupils' behaviour and attitudes ie increased confidence, greater self esteem with an improved willingness to learn
- Clear, accessible and regular records of SEND teaching and reviews are kept
- The SEND budget is spent specifically on SEND provision
- Cost effectiveness will be monitored by the deputy and headteacher
- The SEND governor will seek to identify a clear sense of purpose and commitment to meeting the needs of the children on the SEND register through an annual discussion with the SENCo and follow up report

Arrangements for SEND training

Resources will be allocated for SEND training and development to enable staff to carry out their duties effectively, to increase expertise within the school and to provide opportunities for professional and personal development. Staff development will be met through in-house training and/or appropriate courses, as identified through the performance management process or as the need arises.

The school's SEND Policy and its implementation will be reviewed annually by the SENCo, in consultation with other members of staff and governors.