

# Special Educational Needs and Disabilities (SEND) Policy



Date: September 2023

Review Frequency: Annually

Next Review: July 2025

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 2015)
- 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
- Intimate Care Policy
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy sits alongside the school's SEND Information Report (which was co-produced with Parents and Pupils).

Lillington Nursery and Primary School is an inclusive school. We work within the Local Authority Offer and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)

We ensure that all of our pupils are included in all aspects of learning and school life from the Nursery all the way to Year Six.

Occasionally some pupils will require additional support for a period of a few weeks, months or even longer to meet their needs. These pupils may have additional support through targeted intervention work. If a pupil's needs persist, then the pupil may be identified as having special educational needs (SEND). This will be discussed with parents / carers, the pupil (if appropriate) and the class teacher. Following this the pupil will be placed on the SEN register.

Our school's definition of SEND is "***Any pupil who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies***".

The decision to do this is made by the school and is based on each pupil's individual needs, this is discussed and confirmed with parents in order that we may work together to best support the pupil and allow them to make the progress they are capable of.

## Aim

At Lillington Nursery and Primary School we aim to raise the aspirations of and expectations for all pupils with SEND. To do this, we will focus on outcomes and progress for pupils and not just focus on hours of provision or support.

## Objectives

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will devise and work with the SEND and Inclusion Policies
5. To provide support and advice for all staff working with special educational needs pupils

## Identifying Special Educational Needs

The SEND Code of Practice 2015 states that “*A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*”

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger’s syndrome)
- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a pupil's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole pupil.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

Behaviour is not a form of SEND. Any concerns relating to a pupil's behaviour should be recognised as a response to a need/ form of communication, which we will be able to recognise and identify clearly as we know our pupils well.

### **A Graduated Response**

At Lillington Nursery and Primary School we believe that Quality First Teaching is the key to meeting the needs of most of our pupils. Through differentiated planning, a range of teaching methods and a good working knowledge of the pupil's needs, most pupils will make good progress. Our class teachers closely monitor the progress made by all pupils in their class and ask advice from the SENDCO (Special Educational Needs Co-ordinator) if they have concerns about any of their pupils progress, attainment or additional needs.

The SENDCO may then suggest activities such as small group work or taking part in additional activities (interventions) to help the pupil.

All teachers are teachers of pupils with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

If the pupil continues to have difficulties, as indicated by high quality formative assessment, the SENDCO and the Class Teacher would suggest additional support and / or assessments. At this point, the pupil may be placed on the SEND Register for monitoring after consultation with parents / carers. Where the pupil presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work.

Once a pupil has been identified as having SEND, the following steps are followed:

Step 1: Class Teacher, SENDCO and Parents / Carers make the joint decision to place the pupil on the SEND Register.

Step 2: Individual targets and strategies / interventions are identified and put into place, this is recorded as a PLP (Personalised Learning Plan). These targets will be set by the SENDCO, Class Teacher and where needed, with additional input from appropriate outside agencies. A pupil will begin with a PLP which will outline targets and suggested support/ strategies.

Step 3: These are reviewed regularly, following the SEND Code of Practice 2015 format of [Assess, Plan, Do, Review](#). Again, external agencies may be involved for support and / or assessment where required.

Step 4: Where pupils have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEND of the pupil, the pupil does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan) This a lengthy process and requires months of evidence of the [Assess, Plan, Do, Review](#) process.

Parents and the pupil are involved in all of the above steps as much as possible. (This often depends on the age of the pupil.)

### **Managing SEND in school**

The SENDCO is responsible for managing the SEND process and procedures, and along with Class Teachers, responsible for keeping all records up to date, including PLP's, EHCP Reviews and SEN Record of Support.

Pupils on the SEND register are classified as having **SEND Support**. Some pupils will be on the SEND register and receive SEND support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENDCO will continually evaluate and update the SEND register and monitor the interventions and support available to pupils to ensure that the SEN needs of each pupil are being met.

PLP targets are set and reviewed on a 6 weekly basis. SEN Records of support are working documents that should be updated and reviewed on a weekly basis by Class Teachers and half termly basis by the SENDCO.

If the school feel that the pupil no longer needs SEND support, there will be a consultation with Parents and the pupil will be taken off the SEND register. The pupil will continue to be monitored through the rigorous assessment and monitoring that is in place for all pupils.

### **Where further support is needed**

Some pupils will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- Occupational Therapy (OT)
- School Health Team – school nurse/ health visitor (Compass)
- Speech and Language Therapy Service (SALT)
- Specialist Teaching Service (STS)
- Pupil and Adolescent Mental Health Service (CAMHS)

You can find out more about local services that we use on the Local Authority's Local Offer page: <https://www.warwickshire.gov.uk/send>

If the current support provided in school is not meeting the pupil's needs or they have particularly complex needs, a pupil may have an **Education Health and Care Plan (EHCP)**. The school or parents can request an assessment for an EHC plan at any time where necessary to meet the additional needs of a pupil. There is a formal process and there are strict criteria to meet.

### **Supporting Pupils and Families**

Families can find additional help and guidance in the schools SEND Information Report or Coventry's Local Offer.

Families needing additional support can also request this through the Early Help process following an assessment of need, through the Early Help system.

All pupils are supported through times of transition by the school. Where pupils have been identified as having additional needs the SENDCO alongside the class teachers will coordinate transition to other settings.

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

The school 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 pupils 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 disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

### **Monitoring and Evaluation of SEND**

The SEND policy will be evaluated and reviewed every year. All SEND services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and Governors and SLT monitoring schedules. The progress of SEND pupils is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

### **Training and Resources**

SEND is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEND needs of a pupil where possible through this funding. Where a pupil's needs are greater or more complex and can't be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the pupil.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENDCO or by external specialists and is organised by the SENDCO or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attend the SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The SENDCO meets with all Class Teachers to assist them in meeting the needs of the pupils in their class.

The SENDCO and class teachers work closely together to ensure the needs of the pupils are met.

### **Roles and Responsibilities**

#### **The Role of the SENDCO / Inclusion Lead**

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for pupils with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs and Disabilities Register
- making sure relevant referrals have been made
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEND pupils are met through targeted intervention where necessary

## **The Role of the Class Teacher**

- providing quality first teaching to all pupils, including those identified as having SEND
- identifying each pupil's needs and levels of attainment and progress
- advising parents of any concerns
- raising concerns for pupils that they are worried about and discussing with the Inclusion Lead/ SENDCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including writing and reviewing PLP's, termly reviews and implementing strategies that have been suggested by the SENCO or external specialists
- plan and prepare work for pupils to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all pupils
- fulfil any other duties as required of the class teacher as stated in the SEND Code of Practice 2015

## **The Role of SEND Governor**

- to monitor and support the SENDCO and Senior Leadership in the implementation of the SEND Policy and SEND Information Report.
- to inform Governors of any issues regarding the implementation of the SEND policy.

## **The Role of Teaching Assistants**

- to support and help pupils with SEND to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made.

## **Storing and Managing Information**

Lillington Nursery and Primary School will follow the schools Information Management policy with regards to storing and managing information held about SEND in line with GDPR. All documents regarding SEND will be stored in locked filing cabinets and on secure ICT systems within the school.

## **Reviewing the Policy**

This policy has been written with regard to the SEND Code of Practice (July 2014).



The Sen Policy and the SEND Information Report will be updated annually by the SENDCO / Inclusion Lead and shared with all staff and governors.

### **Accessibility**

At Lillington Nursery and Primary School we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any pupil who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Our Access Plan sets out how we aim to improve access to:

- the curriculum for disabled pupils and young people
- school buildings
- information

### **Concerns**

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the SENCO directly through the school office.

### **Complaints**

If you have any complaints about this policy or SEND in general, please contact the SENDCO, the Head Teacher or the Governor for SEND. Details are :

SENDCO: Sarah Brown s.brown@lillingtonprimary.com

Head Teacher: Amie Norcliffe a.norcliffe@lillingtonprimary.com

SEND Governor : Trisha Coopey trishcoopey@hotmail.com

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