

LOSELEY FIELDS PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This SEND (Special Educational Needs and Disability) policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Introduction

All teachers at Loseley Fields Primary School are teachers of children with special needs.

We will ensure that equal opportunities are provided for all learners regardless of age, creed, gender, race and individual 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 that educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

Code of Practice 2014

This school provides a broad and balanced curriculum. Teachers know their children well and set suitable learning challenges that meet the needs of all children.

This SEND policy details how, at Loseley Fields, 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.

Teachers take account of special needs and make provision where necessary to support individuals or groups of children to enable them to participate fully in the curriculum and wider life of the school.

This policy refers to children in the mainstream school at Loseley Fields and those who work in the Specialist Resource Provision, the Solar Centre.

Aims

The aims of this SEND policy are to:

- Create an environment that meets the needs of all learners and allows them to reach their full potential;
- Entitle children to a broad and balanced curriculum differentiated to meet their individual needs;
- Ensure that pupils with SEN are identified, assessed and provided for with additional resources as early as possible;
- Involve parents and keep them fully informed of all SEN issues;

- Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners;
- Ensure a high level of staff expertise to meet children's needs, through targeted professional development;
- Provide support for pupils with medical conditions so that they can take a full part in all school activities.

To achieve these aims, the school will:

- Identify and provide for children who have special educational needs and additional needs;
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate an effective system of identification and provision for children with special educational needs;
- Provide a Special Educational Needs Coordinator (SENCo) who will ensure that suitable provision is in place for all children;
- Offer support and advice for all staff supporting children with special educational needs.

The Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo at Loseley Fields Primary School is Liz Cross. She has completed the National SENCo award.

The SENCo can be contacted via the School Office on 01483 416477 or senco@loseleyfields.surrey.sch.uk.

The SENCo is a member of the school's Senior Leadership Team.

The SENCo:

- Is responsible for the operational management of provision of education for pupils with SEN;
- Meets with the Head and Senior Leadership Team on a regular basis to discuss current issues and delivers staff meetings and training to keep all staff up to date in their knowledge;
- Supports and advises teachers in the provision for children with SEN;
- Maintains the SEN register;
- Oversees the work and training of teaching assistants in conjunction with the Principle Teaching Assistant;
- Liaises with outside agencies such as the Educational Psychologist, Learning & Language Support Service (LLSS), Child & Adolescent Mental Health Service (CAMHS), Social Services, Speech & Language therapists (SALT), Occupational Therapists (OT) and Healthcare professionals;
- Works closely with the Home School Link Worker to support our most vulnerable children and families;
- Manages the SEN budget;
- Liaises with parents of children with SEN in conjunction with the class teacher;
- Contributes to the continuing professional development of all staff in the school with regards to SEN;

- Coordinates and costs the provision of whole school resources for SEN.

The Role of the Teaching Assistant

The role of the teaching assistant is to support all children in school but they may be asked to take on responsibility of a particular child or group of children with SEN.

The teaching assistants are managed by the SENCo but may also be directed by class teachers.

Teaching assistants are responsible for encouraging and supporting children with work, play and social issues. They regularly liaise with the class teacher and have weekly meetings with the SENCo.

Teaching assistants keep a record file of relevant information, including Provision Maps and records of interventions. They are invited to all relevant review meetings and maintain the school code of confidentiality.

Admissions Policy

The admission arrangements for all pupils are in line with the Admission Policy of Loseley Fields Primary School.

Admissions to the Solar Centre are via the admissions forum in November of each year. Further details can be found in the SEND admissions guidance booklet

<https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions/applying-for-a-school-place-for-a-child-with-a-ehcp-or-a-ssen>

Identifying Special Educational Needs

The Code of Practice identifies four areas of Special Educational Need which may overlap:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/physical

These four broad areas give an overview of the range of needs that are planned for within the school. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

At Loseley Fields Primary School, we identify Special Educational Needs by knowing our pupils really well and aiming to identify barriers to learning. This may not just be down to Special Educational Needs, but other factors in a child's life such as:

- Attendance at school and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After

In the new Code of Practice concerns relating to a child's behaviour are described as an underlying response to a need e.g. a child with communication difficulties

becoming frustrated in not being able to communicate their ideas. At Loseley Fields Primary School, we will seek to identify the underlying needs and offer provision to meet them and thus address the behaviours.

A Graduated Approach to SEN Support

All teachers at Loseley Fields Primary School are responsible and accountable for the progress of children in their class, even when they access help and support from Teaching Assistants or Specialist members of staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have a Special Educational Need. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school has procedures in place for monitoring the quality of teaching and learning for all pupils, including those at risk of underachievement. Teachers review children's progress on an on-going basis and meet with members of the Senior Leadership Team on a termly basis to look at the progress and attainment of their class. The Senior Leadership Team monitors the quality of teaching and learning through lesson observations, work scrutiny and looking at teachers' planning.

The SENCo reviews teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the Special Educational Needs that they might encounter in their class.

We follow Surrey's SEND Support Arrangements process for the Identification of Special Educational Needs.

Please see https://www.surreycc.gov.uk/_data/assets/pdf_file/0003/32088/SEND_The-Right-Provision-at-The-Right-Time_100815.pdf?bustCache=5747919 for further information.

If either the class teacher, pupil progress meetings or a concern from a parent or carer identifies a child as having difficulties in their learning, then their progress will be carefully monitored by the class teacher over a set period of time (usually a half term).

This period is called "**On-Alert**" and will involve the class teacher in conjunction with the SENCo and parents in gathering further evidence about that child's needs.

This may include:

- Evidence of their learning and attainment in class;
- Use of early assessment tools which can be administered in school;
- Trying a range of strategies in class as part of normal differentiation.

To ensure that we secure the right provision for each child with Special Educational Needs, we follow the **ASSESS- PLAN- DO-REVIEW** cycle and reflect on the effectiveness of the strategies at each stage.

SEN Support

If children continue to cause concern, then we would look at securing additional provision that is additional to and different from high quality teaching. This is defined as **SEN Support**. This may include following an intervention programme with a teaching assistant, or additional support in class. A full breakdown of the Interventions offered in the school can be found in the Whole School Provision Map and Local Offer. This will be shared and discussed with parents and carers at each stage.

A child receiving SEN Support will have an individual Provision Map that outlines the outcomes for that child at the end of each term and the actions that staff will take to enable them to reach those outcomes.

Individual Provision Maps will be reviewed on a termly basis, or more often if a child has made significant progress towards their outcomes. They will be shared with parents during the Parent Consultations in the Autumn, Spring and Summer terms. In the Summer a Provision Map will be written to help with transition to the next class.

The class teacher (with support from the SENCo) is responsible for writing and reviewing Provision Maps.

It is the SENCo's role to ensure that there is provision in the school to help children achieve their agreed outcomes and if this is not possible, seek help from additional outside agencies.

Children receiving SEN Support will also complete a One Page Profile, which sets out the support that they would like to receive and how best to help them in school. This is shared with all staff to ensure consistency of approach.

Children with a Statement or Education and Healthcare Plan (EHCP)

If a child continues does not make progress towards the agreed outcomes in spite of additional support at SEN support, then they may be eligible for an EHCP, which sets out the provision needed to meet their needs.

This plan is devised with the child at the centre of the plan and aims to set long term outcomes, which may only be possible with a significant amount of additional support or specialist provision. Please refer to the Surrey Pathway Process for further information about this.

The plan will be reviewed shortly after being written to ensure the outcomes meet the child's needs and from then on, on an annual basis. It is the SENCo's responsibility to ensure that the provision outlined on the statement or EHCP is in place.

The Solar Centre

Loseley Fields Primary School has a centre for children with learning difficulties.

The Solar Centre at present caters for children with learning difficulties who will benefit from a mainstream placement but who need extra support from the unit staff

to meet their higher level of need. Please see the Solar Centre Offer on the School's website for further information.

SEN Funding

The SENCo costs the provision available in the School's Local Offer. Funding is attached to children with Special Educational Needs and is allocated according to the level of need.

Please see

https://www.surreycc.gov.uk/_data/assets/pdf_file/0014/32252/SEND_Banding-Arrangements-for-School-age-Pupils_100815_v1.1.pdf?bustCache=82250570 for further information.

Supporting Children and Families

Surrey County Council publishes its Local Offer for SEND children on its website <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

The school's Local Offer is detailed in the SEN Information report on the school website and sets out our approach to children with SEN. The SEN information report also details the help and support available for parents.

Supporting Children at School with Medical Conditions

Loseley Fields Primary School recognises that children 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 children may also have Special Educational Needs and may have a Statement or Education, Health and Care plan which brings together health and social care needs, as well as their special educational needs.

Staff at the school work closely with parents, carers and healthcare professionals to understand medical conditions. These are put in a care plan which is shared with all members of staff, to offer consistency of care at home and school.

Please see school policy for supporting children with medical conditions for further information.

Monitoring and Evaluation of SEND

It is the SENCo's role to monitor and evaluate the quality of provision offered to children at Loseley Fields Primary School.

This is done via the School Improvement Plan which sets out the actions for the year ahead and may include observations and discussions with children, parent views, staff views and audits of provision available in school.

The SENCo reports to the Governing Body via the Schools and Learning Committee and submits an Annual Report in conjunction with the SEN Governor.

All monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all children.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

The training needs of the staff are audited through Performance Management and records of Continuous Professional Development. Training is linked to current needs within the school and there are opportunities for staff development making use of both external trainers and in-house expertise.

The SENCo regularly attends the Local Authority's SENCo network meetings in order to keep up to date with local and national updates in SEND. In addition, the school also attends the Specialist Provision termly meetings.

The school is a member of NASEN (The National Association for Special Educational Needs).

Review

There will be an annual review of the provision made for SEN by the SENCo whereby priorities will be established and an action plan formulated in line with the School Improvement Plan.

Liz Cross
SENCo
October 2016