

*Lanchester E.P. (Cont.) Primary School*

A Caring Community  
where all can flourish



*Special Educational Needs*  
*and Disability*  
*Policy*

## Special Educational Need & Disability Policy for Lanchester EP Primary School

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND (**Special Educational Needs and Disability**) Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head Teacher, Mrs Jane Davis has overall responsibility for Special Educational Needs and Disability at Lanchester EP Primary School.

The designated teacher responsible for coordinating SEND provision for children is the SENDCo Leader, Mr Simon McLoughlin and he can be contacted via email and also via the School Office. The SENDCo is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children at Lanchester EP Primary School is: Mr Simon McLoughlin.

The Governor with oversight of the arrangements for SEN and Disability is Mrs Fiona Wood who can be contacted via the School Office/Clerk to the Governors.

#### **Mission Statement for SEND at Lanchester EP Primary School:**

*Lanchester EP Primary School provides opportunities for everyone to become successful motivated learners, confident individuals and responsible citizens, whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. As a church school we affirm the unique dignity and worth of all God's children. We are committed to helping every child to flourish as God intends.*

This policy was developed in conjunction with: the Senior Leadership Team and Staff, the SEND Governor and the Governing Body.

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### RIGHTS RESPECTING SCHOOL

Lanchester EP Primary School is working towards the Level 1 Rights Respecting Schools Award (RSSA) and has achieved United Nations recognition of our commitment as a Rights Respecting School. The award recognises “achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between pupils and adults, between adults and between pupils.” (UNICEF). This commitment stems from our understanding that all people have equal dignity as God’s children and that we have a part to play in making his kingdom of justice, peace and human flourishing real in the lives of all those we serve.

**The articles from the ‘Convention on the Rights of the Child’, relevant to our SEND Policy include:**

#### **Article 2**

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

#### **Article 3**

The best interests of the child must be a top priority in all actions concerning children.

#### **Article 12**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

#### **Article 15**

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

#### **Article 23**

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

#### **Article 28**

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.

#### **Article 29**

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Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### AIMS AND OBJECTIVES

Lanchester EP School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into the next stage of their education and personal development.

Lanchester EP School is committed to raising the aspirations of and expectations for all children with SEND, by focusing on outcomes for children which may be met through provision and support.

#### AIMS

- To recognise the dignity of all children as made in the image of God. and to enable their flourishing through recognising and meeting their individual needs.
- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their Special Educational Needs and or disability.
- To work in partnership with parent/carers to support children's learning and health needs.
- To provide quality training for staff that enables them to support children with Special Educational Needs and disability.

#### OBJECTIVES

- To identify and provide for children who have Special Educational Needs, Disabilities and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole child, whole school" approach in the management and provision of support for children with Special Educational Needs or disability.
- To employ a Special Educational Needs and Disabilities Inclusion Leader whose work will include following the requirements of the Special Educational Needs and Disability Policy.
- To involve Outside Agencies when appropriate, through effective partnership.
- To provide support and advice to all staff who work with children with Special Educational Needs & Disabilities.

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### ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. They will ensure that Lanchester EP School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Senior Leadership Team, including the SENDCo, monitors the inclusion and progress for children:

- with Special Educational Needs or Disability
- with medical conditions
- who are Looked After
- in receipt of Pupil Premium
- receiving support through a CAF (Common Assessment Form) with Family Support Services
- receiving support through Social Care as a 'Child in Need'
- who meet the school's 'Every Child Matters' criteria
- with English as an additional Language
- from a Minority Ethnic group
- from any vulnerable group

Mrs Jane Davis, Mr David Mordue and Mr Simon McLoughlin are the Designated Safeguarding Leaders. Please refer to our Child Protection Policy.

### ADMISSION ARRANGEMENTS

Lanchester EP School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Lanchester EP School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the local authority, health services and parent/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website:

<http://www.durham.gov.uk/article/3722/County-Durham-Local-Offer>

You can find a link to the 'Local Offer' on the school's website.

### FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually by the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

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- A disabled toilet with changing facilities and bidet facility
- Ramp access into the hall and down to the KS1 entrance
- Removable ramp
- Wobble cushions to aid sitting position
- Writing slopes and ergo pens/pencils to aid writing
- Variety of sensory resources
- ICT and internet access available in all classrooms.

### IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and Learning.
- iii. Social, Emotional and Mental Health difficulties.
- iv. Sensory and/or Physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

#### **We identify if your child needs extra help in a number of ways. They include the following:**

- We assess and monitor every child closely.
- They are formally assessed termly and the school uses additional assessments when we feel there is a need.
- Provision is made for children making limited progress or who have shown a change in their behaviour or progress.
- Concerns are raised by parent/carers, a teacher, teaching assistant or the child.
- Where we have some initial concerns, we liaise with you and implement agreed early interventions to establish whether any needs are developmental or genuine SEND
- The school will act on advice received from Outside Agencies e.g. Educational Psychology Services, Speech and Language Services.

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### **Your child's needs will be met through a 'graduated response':**

Learning needs are managed either by using informal SEN support, an Additional Support Plan or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

**Every child at Lanchester EP Primary School is entitled to high quality teaching, where:**

- your child's strengths are recognised
- areas for development are identified
- achievable targets are set
- a range of teaching and learning styles are used
- learning is differentiated for individual children
- learning resources are adapted

**and** this is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'.

**Small Group Work** – At times classes are supported by Teaching Assistants who can provide small group work and booster activities when required, managed by the Class Teacher.

**This is available to any child in the school.**

We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have Special Educational Needs and/or a disability. If a child has been identified as having Special Educational Needs an Additional Support Plan will be actioned and the school will keep a record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is to be recorded in the school records and the child's parent/carers **must** be informed that Special Educational provision is being made.

A child identified with a SEND is placed on the SEN register and will have an Additional Support Plan which identifies the support they receive. A child's Additional Support Plan and their targets must be shared with their parent/carers.

The child's Additional Support Plan is reviewed at least termly with their parent/carers. The SENDCo will provide support for these meetings where needed, particularly if the school wishes to refer the child to Outside Agencies e.g. Speech and Language Services or the Educational Psychologist.

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**Specialised Small Group Work** - For those children requiring support beyond that which is provided by Quality First Teaching, groups are run, some with guidance from Outside Agencies.

**Usually this is for children identified as being at 'SEN Support' or with a 'Statement/Education Health Care Plan'.**

**Individual Support** - Your child may receive individual support within the class and/or separate one-to one teaching/provision. Individual work can be carried out by an Outside Professional.

The SENDCo & Senior Leadership Team will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Some children may only need temporary support and would not need to be placed on the SEND register.

School will meet with parent/carers of children who are causing concern with regard to their rate of progress/ are at risk of underachieving/ do not appear to be responding to their provision.

Some examples of other influences upon progress include but are not limited to:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

### MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and/or a disability, Lanchester EP Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parent/carers and children to agree, action and monitor individual progress over time so that Special Educational Needs for all children are addressed appropriately, effectively and with good outcomes.



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### We keep parent/carers informed by:

- Your class teacher, the SENDCo or Leadership staff will meet with you when your child has been identified as having a Special Educational Need or there is another factor impacting on their learning.
- If your child has an Additional Support Plan or a 'Statement' (or Education Health Care Plan) their progress will be reviewed at least termly with you in a meeting with your class teacher. The meeting, together with any documents will inform us exactly what needs have been identified, how to remove key barriers to learning effectively, i.e. targets set to overcome barriers and clear outcomes to be achieved within an agreed time frame.  
The class teacher evidences progress according to the outcomes agreed.
- Your child's class teacher can discuss with you how you can best support your child at home.
- Lanchester EP Primary School has an 'open door' policy which enables parent/carers to come in to share their concerns and make an appointment to discuss them.

### Outside Agency Involvement.

If targets are not achieved in the time frame or expected progress has still not been met - interventions will be adapted. It may be appropriate to consider further assessments to pinpoint your child's needs and/or a referral to an Outside Agency.

Parent/carers will be consulted regarding any referrals and the child will be informed of the purpose of any assessment sessions with Outside Agencies, where appropriate.

### Educational, Health Care Plan.

If provision from Outside Agencies proves to be ineffective and the child's needs are not being met, evidence will be collated and in consultation with parent/carers, an application to the Local Authority for an Educational Health Care Needs Assessment will be initiated.

Evidence may include but is not limited to:

- the Child's views
- Attendance levels
- Strengths and needs in
  - Communication & Interactions
  - Cognition & Learning
  - Social, Emotional & Mental Health
  - Sensory needs
  - Physical needs
- Long term and current attainment and progress
- Social Care needs (if any)
- Desired Outcomes
- 2 most recent SEN Support Plans & provision maps and reviews
- Details of Whole class/Small group/Individual provision from school, Local Authority, Learning and Inclusion Services and Health Provision
- Details of staff and teaching assistant training courses and resources used with the child

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- Child's progress in response to provision
- How Outside Agency input has been used to develop provision
- Educational Psychologist involvement in planning interventions & reviewing progress within last 6 months
- Reports/Records from Outside Agencies

Parent/carers will be informed about the process throughout and given the contact details of the SENDIASS (Special Educational Needs Information & Advice Support Service).

### Common Assessment Framework

When there are additional factors to educational needs that are impacting on a child's learning, the school will work with the family and may also complete a pre-CAF (Common Assessment Framework) to ensure the whole family is supported in meeting the needs of the child in their daily life.

Where support needs are identified, a Common Assessment Framework can help a family access advice and support e.g. financial and housing advice, parenting support. 'Team Around the Child' meetings involve all agencies supporting the child to plan how to meet their needs.

### Local Authority's High Needs Block

If Lanchester EP Primary School identifies that additional funding and support are needed from the Local Authority's 'High Needs Block' of need, the Headteacher and the SENDCo will seek advice from our Local Authority.

**[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]**

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

Provision for children with SEND is monitored and evaluated throughout the year. The SENDCo liaises continuously regarding the progress of SEND children, vulnerable groups and interventions. This liaison involves the Headteacher, the Senior Leadership Team and, less frequently, the SEN Governor. The SENDCo has dedicated time each week to discuss any issues and plans for SEND.

The SENDCo monitors the progress of children with SEND in liaison with the Head Teacher. Interventions are monitored by the Senior Leadership Team and SENDCo to ensure they are having the desired impact on progress and learning.

The SENDCo is available for staff to discuss in-class strategies and use of resources to ensure the progression of children with SEN.

Parent/carers views are recorded in the yearly questionnaire sent out to parent/carers, when they are invited to comment on all areas of school life and school's provision

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## COMING OFF THE SEND RECORD

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parent/carers will be consulted at each stage if support is provided or when it will cease.

A child with an Educational Health Care (EHC) Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the Special Education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Lanchester EP Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – *(DfE April 2014)*. We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

## TRANSITION ARRANGEMENTS

Lanchester EP Primary School is committed to ensuring that parent/carers have confidence in the arrangements for children on entry to our school, in the year to year progression, and at the point of exit and transition to the next school. Staff will discuss these arrangements with parent/carers and agree the information that should be passed to the next phase of education.

## TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

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The SENDCo will provide information on specific needs for new staff.

School staff have had training in a variety of areas and where a need for training is required the appropriate agency is contacted to support staff in school or appropriate course attended. Our SENDCo is a Qualified Teacher and keeps the staff informed of SEN news and practices.

The SENDCo attends Local Authority training to keep up to date with local and national SEND issues.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The School Governor for SEND has attended the appropriate governor training courses, is kept informed of future developments and attends refresher training.

### SEN INFORMATION

Lanchester EP Primary School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at [www.lanchester.eschools.co.uk](http://www.lanchester.eschools.co.uk)
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, parent/carers may visit the school by appointment to use IT facilities to view the school and local authority's websites.

### ACCESSIBILITY

Lanchester EP Primary School publishes its Accessibility Plan on the school website: this information can be found in the Policy section. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at <http://www.durham.gov.uk/article/3722/County-Durham-Local-Offer>.

### COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion Leader.

A copy of Lanchester EP Primary School's Complaints Policy can be obtained from the School Office.

## **Special Educational Need & Disability Policy for Lanchester EP Primary School**

### **Policy review**

This policy has been adopted and approved by the governors and the whole school community. It is reviewed, approved and adopted annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime it is reviewed as necessary by the owner of the policy and the head teacher. Any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the governing body and the whole school community, with details included in the school newsletter. The policies master record index is updated to reflect the dates of the last and next review, and the owner of the policy. It is available on the school website, and a printed copy can be obtained by request from the school office.

**Reviewed Approved and Adopted: November 2016**

### **Please refer to other related Policies:**

Supporting Children with Medical Conditions

Accessibility Policy and Action Plan

Equality Policy and Objectives

Child Protection Policy