



LAVANT C.E. PRIMARY SCHOOL

Statutory duties into practice: SEND Report The 0-25 Code of Practice 2014

Improving Outcomes – high aspirations and expectations for children with SEND

Key Contacts:	
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Lead Governor for S.E.N.D	Mrs Mel Belderson

STATUTORY DUTY	PRACTICE
Use their “best endeavours” to provide support to children and young people with SEND, whether or not they have an Education, Health and Care plan. (EHCP)	Robust systems from identifying needs to providing support and use the graduated approach Nature of Concern: Initial concern record raised by the class teacher and support given to pupils through 1:1 or group learning activities and where needed involvement of outside agencies. SEND Individual Learning Plan are planned and reviewed by home/school and the child EHCP`s will involve: EHCP All about Me : Pupil Review EHCP All about Me : Outcomes Plan & review EHCP All about Me : One Page Pupil Profile
Designated teacher to be responsible for coordinating SEND provision.	Mrs Jane Everard 01243 527382 jeverard@lavant.w-sussex.sch.uk
Inform parents/carers when they are making special educational provision for a child.	Dialogue with parents : Initial Consultation with Parents. Parent Consultation Evenings include planning and review of Individual Learning Plan. Regular meetings involving SENCO and/or Learning Mentors
Ensure pupils with SEND can take part in activities alongside those who do not have SEND and support those pupils with medical conditions	The school aims and values statement are revisited at the beginning of each academic year with all staff, together with identification of training CPD needs. SEND Policy Accessibility Plan Medicines Policy Equality Policy
Ensure ALL pupils have a broad and balanced curriculum. Careful planning to remove barriers to pupil achievement, so that in many cases pupils with SEND are able to study the full Curriculum.	A creative curriculum that is driven by the Schools values of learning and achieving, showing respect, valuing everyone, working together, having fun Planning Differentiation.

	<p>Pupil Individual Learning Plan EHCP Outcomes Plans Specific directed adult support will be employed for some pupils to enable successful engagement in their learning.</p>
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<p>Duty towards individual disabled pupils (Equality Act 2010). Make reasonable adjustments and anticipate these adjustments. Wider duty to promote equality of opportunity and foster good relations to prevent discrimination.</p>	<p>Accessibility Plan Medicines Policy Equality Policy</p>
<p>Designated SEND Governor.</p>	<p>Dedicated termly meetings with designated Governor and SENCO</p>
<p>SLT regularly review SEND provision as part of School Improvement. Evaluation of the effectiveness of SEND provision.</p>	<p>Data Entry and tracking of pupils updated ½ termly and progress and attainment are monitored. Termly Pupil Progress Meetings Class teacher meets with Head Teacher and SENCO Progress Meeting Proforma explicitly highlights Class tracking and class provision for pupils with SEND SEND Action Plan as part of School Improvement Plan.</p>
<p>Prepare an SEND information Report and their arrangements for the admission of disabled children, steps taken to prevent disabled children from being treated less favourably than others. Facilities for access and an accessibility plan to show how School plans to improve access over time.</p>	<p>School Local Offer on website. Accessibility Plan SEND Information Report</p>

ADDITIONAL PROVISION FOR PUPILS WITH SEND AT LAVANT C.E. PRIMARY SCHOOL

<p>To ensure that pupils with SEND have their voice heard.</p>	<p>Pupil voice is expressed through the involvement in planning and reviewing of their Individual Learning Plan where appropriate. This takes place termly: October, February, May. All about Me: EHCP Pupil review: termly: October, February, May. EHCP One Page Profile Class Teacher, Pupil consultation record will indicate if there is a concern for a pupil in relation to SEND or any related needs such as mental health. School Council</p>
<p>Arrangements for Complaints from parents of children with SEND.</p>	<p>SENCO Meeting HT Meeting Complaints Policy</p>
<p>Transition Arrangements for pupils with SEND</p>	<p>School entry: Liaison with feeder pre-schools/nurseries</p>

	<p>Liaison between SENCOs of these Schools.</p> <p>Within school transfer between year groups. transition meetings take place between Class Teachers and Teaching Assistants and with pupils who are vulnerable to change and may need additional support to cope with the next steps of progression into a new class.</p> <p>Transition plans for vulnerable children.</p> <p>School exit: liaison with future school, identification of strengths and needs of the pupil, this will involve the pupil, Class Teacher, SENCO Inclusion and if required the Social Communication Team.</p>
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<p>A range of Interventions with specialist trained Teaching Assistants and Learning Mentor to deliver these programmes.</p>	<p>Adoption Services Support Attachment awareness training Autism Awareness Dyslexia Friendly Classroom Guided reading Jump Ahead, Phonics interventions Robust Vocabulary Speech and language interventions Toe by Toe</p> <p>Play Therapy, Numbers Counts Team Teach Clicker 7</p> <p>Social and Emotional Development, Emotional Resilience, Emotional Regulation support.</p> <p>Individuals & group support for literacy and mathematics. Epilepsy Training First Aid Safeguarding</p> <p>Interventions are provided according to the needs of the children in our School at that time, therefore this is not a definitive list.</p>
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