



**Longlands  
Primary  
School**

# **Special Educational Needs and Disability (SEND) policy and information report**

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**Approved by:**

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## 1. Aims

Our SEN policy and information report aims:

- To comply with all the duties in respect of SEND, including having regard to the SEN Code of Practice (2014).
- To offer children with special educational needs or disabilities full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that all children should be able to 'enjoy and achieve' in line with the aims of 'Help Children Achieve More'.
- To ensure that children and young people with SEND engage in the activities of the school with pupils who do not have SEND.
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To listen, respond to and work with parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

The Special Educational Needs Code of Practice (2014) defines Special Educational Needs as follows:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs Alana Branch.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class. Teachers understand that they are responsible and accountable for every child’s progress.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Longlands Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

*Provision for children with Special Educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.*

The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

We know when pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress despite Quality First teaching and evidence of class teacher support.
- Use of the Bexley Guidance for SEN Support

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

At Longlands Primary School we recognise the importance of working in partnership with parents and welcome the valued support they can offer. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs.

The wishes and permission of parents/guardians will be sought and taken into consideration regarding all aspects of assessment, provision and intervention.

We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs and we will endeavour to be sensitive to their feelings and ensure them that confidentiality will be observed at all times.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

At Longlands Primary we follow the graduated approach and the four-part cycle of **Assess-Plan-Do-Review**.

**Assess:** If a child continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

**Plan:** Interventions based on the outcome of assessments are planned.

**Do:** Delivered by appropriately trained staff in the form of additional in-class support or an intervention group to address a particular need which are time limited.

**Review:** The effectiveness of the intervention will be monitored regularly by the class teacher with individual targets being reviewed as part of the school's cycle of monitoring progress.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be

made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the new school the pupil is moving to and additional transition visits can be arranged if required. We will agree with parents and pupils which information will be shared as part of this.

- The SENCo/Phase Leader/Class Teacher meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEN, the school will contact the previous school/ setting or other professionals as needed.
- As children move to a new year groups within Longlands, transition books will be made (if required) to provide children with photos and visuals to support them for the move to a new Year or class. Children who have an EHCP will know their new teachers and additional adults who will be working with them the term before they start the new class/ year
- For Primary- Secondary transitions - The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND. The annual review in Year 5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition where possible.

The records of pupils who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school. The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan.

## **5.6 Our approach to teaching pupils with SEN**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that is in line with the Teaching and Learning Policy.
- Pupils' attainments are tracked using the whole school tracking system and are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.

We will also provide the following interventions:

- Speech and Language interventions/ Speech Link
- Phonics Support
- Handwriting
- Catch Up Literacy Intervention/ Catch Up Numeracy intervention
- Maths Mastery Intervention
- Language for Thinking
- Yes We Can Read
- Chatterbox
- Blast
- Therapeutic Play
- Draw and Talk
- Social Talk
- Lego Therapy
- Jump Ahead

## **5.7 Adaptations to the curriculum and learning environment**

At Longlands we provide a range of strategies and interventions to support children with SEN. Children will have strategies employed to enable them to progress.

This includes the following:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Extra individual or group support within the classroom
- Withdrawal from the class for sessions of extra support in English, Maths or social skills within a small group
- Special resources or equipment for pupils with sensory or physical problems
- Assessment and advice from external professionals
- Specific individual reward system
- Support on the playground at playtimes
- Social skills/Nurture (Friendship)group at Lunchtime
- Use of specific IT programs

Adaptations have been made to the school site in line with our Accessibility Plan.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

## **5.8 Additional support for learning**

We have 4 experienced teaching assistants who are trained to deliver interventions such as Blast, Therapeutic play, Social Talk, Chatterbox, Jump Ahead, Catch-Up Numeracy.

Teaching assistants will support pupils on a 1:1 basis when delivering interventions such as Therapeutic Play and Draw and Talk.

Teaching assistants will support pupils in small groups in some interventions such Social Talk and Jump Ahead.

Advice and practical support can be obtained from a number of external agencies. We currently draw on the following:

- Bexley EIT (Early intervention Team)
- The Educational Psychology Service
- The Speech and Language Therapist
- The School Nurse
- The Child Health Services (including Occupational therapists and Physiotherapists)
- The Child and Adolescent Mental Health Service (CAMHS)
- The Educational Welfare Service
- The Social Services
- Family Workers

## **5.9 Expertise and training of staff**

We provide Continual Professional Development to all staff and seek specialist advice and training to meet individual needs of students as appropriate.

A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

Our SENCO has 6 years experience in this role and has completed the National SENCo Award. In total she has 12 years teaching experience.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of 4 teaching assistants who are trained to deliver SEN provision.

## **5.10 Evaluating the effectiveness of SEN provision**

Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term and track their progress towards these goals. Have high ambitions and set stretching targets for pupils.
- Reviewing the impact of interventions regularly, either every half or full term (depending on the interventions). Update the provision map and EDukey termly.
- All About Me questionnaires and views of the pupil completed.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

\* Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.

\* The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

\* All pupils are encouraged to go on our residential trip(s) in Year 5 and Year 6.

\* All pupils are encouraged to take part in sports day/school plays/special assemblies.

\* No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development by assigning 'nurture' TAs to support pupils at break and lunch time. Pupils with SEN are encouraged to participate with different events in the school. Specific interventions such as Social Talk are in place to support pupils with SEN. We have a zero tolerance approach to bullying.

## **5.13 Working with other agencies**

Advice and practical support can be obtained from a number of external agencies. We currently draw on the following:

- Bexley EIT (Early intervention Team)
- The Educational Psychology Service
- The Speech and Language Therapist
- The School Nurse
- The Child Health Services (including Occupational therapists and Physiotherapists)
- The Child and Adolescent Mental Health Service (CAMHS)
- The Educational Welfare Service
- The Social Services
- Family Workers

## **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher, SENCO and headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions



- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.15 Contact details of support services for parents of pupils with SEN**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

### **5.16 Contact details for raising concerns**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo, Mrs Alana Branch
- The Headteacher, Miss Janice Owens
- If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEN. Her name is Alexandra Hamblyn. She can be contacted in writing, via the school office.

### **5.17 The local authority local offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer should be collaborative, accessible, comprehensive, up to date and transparent. Local authorities must involve children with SEN or disabilities and their parents and young people with SEN of disabilities in:

- Planning the content of the Local Offer
- Deciding how to publish the Local Offer
- Reviewing the Local Offer including by enabling them to make comments about it

Our local authority's local offer is published here: <http://www.bexleylocaloffer.uk/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Headteacher

Chair of Governors

Jane Owen.

Athens