Longlands Primary School

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

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1. Aims

Our SEND policy and information report aims:

- To comply with all the duties in respect of SEND, including having regard to the SEND Code of Practice (2015).
- 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 SEND
- 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, SEND co-ordinators (SENCOs) and the SEND information report.*

3. Definitions

The Special Educational Needs Code of Practice (2015) defines Special Educational Needs as follows:

"A child or young person has SEND 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 designated SENCO at Longlands Primary School is Mrs Emma Francis.

Mrs Francis can be contacted by telephone on 0208 3002368 option two, or by email senco@longlands.bexley.sch.uk . Mrs Francis works on a Monday, Tuesday and Thursday all day.

The SENCO's responsibilities include:

- **Coordinate SEND provision** –
    - *Oversee the identification, assessment and support of pupils with SEND.*
    - *Make sure pupils with SEND receive appropriate support.*
    - *Ensure appropriate provision is in place and regularly reviewed.*
    - *Ensure the Assess–Plan–Do–Review cycle is being followed.*
    - *Monitor the effectiveness of interventions and SEN Support.*
    - *Maintain an accurate overview of pupils receiving SEND Support and those with Education, Health and Care Plans (EHCPs).*

- *Advise on the graduated approach to providing SEND support.*
- *Ensure provision is aligned with the SEND Code of Practice.*

- ***Identify needs*** *–*
  - *Work with teachers to identify and assess pupils who may need additional support.*
  - *Working with individuals or groups of children identified with SEND.*
  - *Analyse assessment and progress data to identify pupils who may require additional support.*
  - *Help distinguish between SEND and other factors affecting attainment or progress.*

- ***Support staff*** *–*
  - *Advise teachers and TAs on strategies, adaptations and interventions.*
  - *Provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support and high-quality teaching.*
  - *Support staff in developing inclusive classroom practice.*
  - *Help staff understand individual pupils' needs and recommended approaches.*
  - *To provide staff with training where appropriate/necessary (both inhouse and, where applicable, external).*

- ***Work with families*** *–*
  - *Communicate with parents/carers and involve them in decisions.*
  - *Develop positive partnerships with parents/carers.*
  - *Discuss children's needs, progress and support with parents/carers.*
  - *Ensure parents/carers are involved in decisions about SEND provision.*
  - *Signpost families to relevant services and sources of support.*

- ***Liaise with professionals*** *–*
  - *Work with educational psychologists, therapists and other specialists.*
  - *Be the point of contact for external agencies, especially the local authority and its support services.*
  - *Help ensure recommendations from professionals are implemented and reviewed.*
  - *Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.*

- ***Manage EHCPs*** *–*
  - *Coordinate assessments, provision and annual reviews.*
  - *Coordinate the school's contribution to EHCP assessments and applications.*
  - *Ensure provision specified in an EHCP is delivered.*

- *Organise and contribute to annual reviews.*
- *Gather evidence and reports from teachers, parents, pupils and professionals.*
- *Liaise with the local authority regarding EHCPs.*

- **Monitor progress** –
  - *Review whether support and interventions are effective and make changes where needed.*
  - *Monitor and analyse the progress and attainment of learners with SEND to ensure provision is meeting the pupil's identified needs.*
  - *Evaluate whether interventions should continue, change or stop.*

- **Maintain SEND systems** –
  - *Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.*
  - *Keep records, policies and procedures up to date.*

- **Promote inclusion and safeguarding** –
  - *Remove barriers and ensure pupils with SEND are included and supported.*

- **Provide strategic leadership** –
  - *Work with senior leaders and governors to improve SEND provision across the school.*
  - *Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.*
  - *Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.*
  - *Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.*
  - *Report on SEND provision and outcomes to governors.*

4.2 The SEND Governor

The SEND Governor will:

- *Help to raise awareness of SEND 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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.*

4.3 The Head Teacher

The Head Teacher will:

- *Have overall responsibility for ensuring the school provides effective SEND support.*
- *Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.*
- *Provide support, direction and, where available, resources so the SENCO can fulfil their role effectively.*

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 the SEND policy.*

5. SEND information report

The SEND information report is intended to give you information regarding the ways we ensure we support all our pupils, including those with SEND, in order that they reach their full potential.

The SEN information report utilises the LA local offer to meet the needs of SEND pupils as determined by school policy and details the provision that the school is able to provide.

The LA Local Offer:

The Children and Families Bill 2014 requires all schools to publish and keep under review information about services they expected to be available for the children and young people with Special Educational Needs (SEND) aged 0-25.

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents/carers in understanding the range of services and provision in the local area.

Further information about Bexley's Local Offer can be found at https://www.bexleylocaloffer.uk

5.1 The kinds of SEND that are provided for

Longlands Primary School currently provides additional and/or different provision for a range of needs. Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- *Communication and Interaction, for example, autistic spectrum disorder and speech and language difficulties.*
- *Cognition and Learning, for example, dyslexia, dyspraxia.*
- *Social, Emotional and Mental Health, for example, attention deficit hyperactivity disorder (ADHD), OCD and anxiety.*
- *Sensory and/or Physical Needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy*

5.2 Identifying pupils with SEND and assessing their needs

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the school's head teacher, 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 SEND 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 SEND.

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/carers. 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/carers

At Longlands Primary School we recognise the importance of working in partnership with parents/carers and welcome the valued support they can offer. Parents/carers 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/carers will be sought and taken into consideration regarding all aspects of assessment, provision and intervention.

We understand the concern and anxieties parents/carers may feel when they first realise that their child has special educational needs and we will endeavor 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/carers 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'/carers' 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/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

As a parent, how can I be involved in supporting my child?

- *Attending parent's meeting/ evenings.*
- *Ensuring your child has regular eye sight and hearing checks.*
- *Helping them to complete their homework.*
- *Ensuring your child gets to school on time and with all the appropriate equipment.*
- *Talking to the class teacher when you have any concerns.*
- *Providing lots of opportunities to have conservations with your child.*
- *Read with your child regularly at home.*
- *Practice number skills.*

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 class teacher will monitor the effectiveness of the intervention regularly with individual targets 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/carers.*
- *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 to using this approach, teachers at Longlands Primary use the Quality First Teaching and Special Educational Needs Support Toolkit which was devised by Bexley Borough to support pupils with varying needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Also, 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 SEND 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 recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible. 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/carers and pupils which information will be shared as part of this.

- *The SENCo/Phase Leader/Class Teacher meets with all new parents/carers 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/carers to identify and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.*

- *As children move to a new year group 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 the Nursery to Reception transition, meetings are held between the Nurseries and our school to share information and where appropriate additional visits are arranged for the EYFS lead and SENCO to visit the child at Nursery. Stay and Play sessions take place as well as home visits to ensure a smooth transition.*

- *For Primary to Secondary transitions - The transition programme in place for pupils provides a number of opportunities for pupils and parents/carers 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/carers are supported to make decisions regarding secondary school choice. Parents/carers 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 SEND 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/carers 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 SEND

- *All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.*

- *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*
- *Phonics Support*
- *Handwriting*
- *Catch up Maths/Literacy interventions*
- *Power of 2*
- *Precision Teaching*
- *Language for Thinking*
- *Toe by Toe*
- *Chatterbox*
- *Therapeutic Play*
- *Draw and Talk*
- *Social skills*
- *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 SEND. Children will have strategies employed to enable them to progress.

This includes the following:

- *Adapting 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 Therapeutic play, Draw and Talk, Social skills, Chatterbox, Jump Ahead, Precision Teaching.

We also have a learning mentor who supports children with their social, emotional, behavioural or academic barriers.

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 skills, Language for Thinking 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*
- *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 SEND has completed the SEND Governor training.

Our SENCo, Mrs Francis has professional and personal experience in this role and has successfully completed the NPQSENCO qualification. In total she has 20 years teaching experience. 3 days a week is allocated to the SENCo to manage SEND provision.

We have a team of teaching assistants who are trained to deliver and support SEND provision across the school.

5.10 Evaluating the effectiveness of SEND provision

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

We evaluate the effectiveness of provision for pupils with SEND 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 termly.*
- *Capturing pupil voice.*
- *Monitoring by the SENCO.*
- *Using provision maps to measure progress.*
- *Holding annual reviews for pupils with EHC plans.*

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

- *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 SEND are encouraged to participate with different events in the school. Specific interventions such as Social Talk are in place to support pupils with SEND. We have a zero tolerance approach to bullying.

What support is there for my child's overall wellbeing?

- *Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum and is also taught e.g. through PSHE lessons, circle times and Seeds of Happiness lessons.*
- *We have a learning mentor that supports the social and emotional needs of our children.*
- *Our behaviour policy is fully understood and followed by all staff. This outlines the pivotal behaviour approach the school adopts and includes guidance on expectations.*
- *We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.*
- *Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary.*
- *Pupils views are sought throughout the school.*

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*
- *Social Services*
- *Family Wellbeing Workers*

5.14 Complaints about SEND provision

Concerns regarding SEND provision should initially be raised with the class teacher and then if that does not resolve the issue arrange to meet the SENCO. If the issue is still unresolved arrange to meet the Headteacher. A decision will then be made as to whether to follow the complaints procedure.

The parents/carers 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/carers of pupils with SEND

- *Bexley Information, Advice and Support Service (IASS) offer independent advice and support to parents/carers of all children and young people with SEND. https://www.bexleyiass.co.uk/*
- *IASS will also provide information on how to access an Independent Supporter for those parents/carers whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents/carers regarding the EHCP process.*
- *For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, parents/carers may seek mediation from the regional mediation services.*
- *Parents/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.*

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 in the following order:

- *Your child's class teacher,*
- *The SENCo, Mrs Emma Francis*
- *The Head teacher, Mr Tom Baines*
- *If you feel that your concern has not been suitably addressed, please follow the school complaints procedure (a copy can be found on our school website).*

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/carers and young people with SEN or 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 2 years. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Associated Policies and Plans

This policy is written in association with and should be read in conjunction with other relevant documents including:

- *Accessibility Plan*
- *Equalities Policy*
- *Health and Safety Policy*
- *Behaviour management policy*
- *Complaints Procedure*