



Leslie Manser Primary School

Special Educational Needs and Disability Policy

Agreed: December 2018

Signed: Adrian Jones Head teacher

Signed: Emma Lintin SENCo

Signed: Lynne Newbrook Chair of Governors

Review: December 2019



1 Writing and reviewing the Special Educational Needs and Disability Policy

Our Special Educational Needs and Disability Policy has been written by the school, following government and local authority guidance. It has been agreed by senior management and approved by governors. The Special Educational Needs and Disability policy and its implementation will be reviewed annually.

2 Introduction and definition of Special Educational Needs

This policy sets out the procedures for ensuring that children identified as having special educational needs and disabilities (SEND) have their needs addressed through supported access to a broad, balanced and relevant curriculum. This policy complies with the statutory requirement outlined in the SEND Code of Practice (2014) and the policy is also written with reference to the Equality Act (2013).

The SEND Code of Practice states that “A child has Special Educational Needs if he or she has a learning difficulty, which calls for Special Educational Provision to be made for him or her.”

This provision will come via differentiated planning, individualised targets set in a Pupil Profile and targeted support and intervention.

3 Aims and objectives

At Leslie Manser Primary School, the staff, the Head and the Governors of the school have high aspirations for all of our children, not least our SEND children. We work hard as a team to ensure that all of our children achieve their best and that they leave our school as confident and independent young people who transition well into the later phases of their lives.

We are proud that our school promotes a fully inclusive curriculum in an environment that enables all children to succeed. As a school we have a set of aims and objectives that we strive to achieve:

- To develop children’s self-esteem and confidence.
- To create a culture of positive attitudes to learning and friendships.
- To work in partnership with our parents and carers to support our children’s learning, social and health needs.
- To identify children who have additional needs and provide the appropriate level of support for them.
- To include both children and their parents or carers in the process of identifying, supporting and reviewing Special Educational Needs.
- To involve children with SEND in the everyday life of the school so that they feel that they are included.
- To ensure that staff are fully trained and feel able to seek advice about a child with SEND whenever they need to.
- To be flexible with policies and procedures where necessary so that children with Autistic Spectrum Condition or Social Communication difficulties are always included.



4 Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) at Leslie Manser is Mrs Emma Lintin. The key responsibilities of the SENCo as explained in the SEN Code of Practice (2014, 6.90) may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date.

Within the governing body of the school there is also an SEND Governor who oversees the SEND provision within the school. Our SEND Governor is Mrs Kathryn Crosby and she regularly has discussion with the SENCo and observes meetings and intervention teaching during termly visits into school.

5 The initial stage: Observation, assessment and identification

A decision on whether a child needs extra support would be made based on both formal and informal methods including:

- Adult observations and discussion over a period of time (where appropriate by class teacher, teaching assistants and SENCo)
- Monitoring data (collected and analysed periodically)



- Child and parent consultation
- Screening tests for learning difficulties/SEND are carried out when required. Such screenings/assessments will not be regarded as a single event, but as a continued process. If an outcome of a test or any other circumstances gives us reason to believe that a pupil may have a learning difficulty/SEND then we will consult with parents/carers as necessary and make recommendations. It may be necessary for the pupil to be formally assessed by a Local Authority Educational Psychologist, a member of the Specialist Teaching Team or a Speech and Language Therapist.

The SEND Code of Practice (2014) outlines SEND under four broad areas of need (sections 6.28 to 6.35)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As a result of the observation, assessment and identification stage, some children may have needs in more than one category and we aim to ensure that our provision matches personal learning requirements.

6 The Graduated Response

The 2014 Code of Practice recommends a four part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Stage of provision	Action involved	Who is involved
Assess	In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.	Class teacher SENCo
Plan	The teacher and SENCO should agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.	Child Parents/ carers Class teacher SENCo



	Targets and strategies will be put in place and a clear date for review agreed.	
Do	The class teacher will remain responsible for working with the child. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	Class teacher SENCo
Review	The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. The support will be revised in light of the child's progress and development in consultation with the child and parents.	Child Parents/ carers Class teacher SENCo
Stage of provision	Action involved	Who is involved
Involving specialists	Where a child continues to make less than expected progress, despite evidence based support and interventions the school will consider involving specialists after discussing the matter with the child's parents. If no progress is being made then a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the head teacher/ parents / services such as Educational Psychologist / Speech and Language Therapy (SALT) / Occupational Therapy. Local Authority meets and reviews advice and reports from professionals. EHC assessments will apply to very few pupils.	Parents /carers Class teacher SENCo External support agencies (these are listed in the school's Information Report)
Education, Health and Care (EHC) Plans	Local Authority issues EHC plans based on evidence provided by above agencies. Individual SEN Support plans and reviews of these SEN support plans. (Pupil Profiles) Annual Review of the EHC plan.	Child Parents/ Carers Class teacher SENCo



		External support agencies
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7 The Individual SEND Support plan

If the parents/carers and the school decide that a child should receive additional support, the school will work with the parents/carers and other agencies if appropriate in order to employ strategies to assist progress. The strategies employed to enable a child to progress will be recorded within an Individual SEND Support plan. At our school we will refer to the SEND support plan as the Pupil Profile. The Pupil Profile will only record information which is additional to or different from the differentiated curriculum plan that is in place as part of the provision for all children. The Pupil Profile will include:

- Strengths and interests of the child
- Areas of difficulty
- Strategies to be used to support areas of difficulty
- the short-term targets set for, by or with the child
- when the plan is to be reviewed;
- success and/or exit criteria;
- outcomes — these will be recorded when the profile is reviewed and will include the views of the child, parents/carers, class teacher and any other adult working with the child as well as any advice from external support agencies.

The Pupil Profile will be reviewed three times a year and will either be with the class teacher or the class teacher and the SENCo.



8 Education Health and Care Assessments and Education Health Care Plans

Education Health and Care Assessments (Assessment): The school (as well as the parents/carers) can ask the Local Authority to arrange an Assessment of the child. The school will always consult with parents before exercising this right. If the Local Authority refuses to make an Assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Provision under the Education Health Care Plan (EHC Plan): Where a prospective child has an EHC Plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC Plan can be delivered by the school. We will co-operate with the Local Authority to ensure that annual reviews of EHC Plans are carried out as required.

9 Social inclusion

At Leslie Manser Primary School we pride ourselves on our social and nurture support, in particular with children who find school life difficult including lunchtimes and playtimes. We also ensure that all children are catered for and so they always feel part of everything that takes place in school including extra-curricular activities therefore all children are offered the same opportunities in school. Equally, with school trips, activities and extra-curricular clubs, a plan will be drawn up to identify if a child needs additional support and how the support will be delivered.

If a child and their family need support with social skills and the targets cannot be addressed through the Pupil Profile then a Pastoral Support Plan (PSP) will be drawn up by the class teacher and the SENCo. This will then be reviewed regularly. A risk assessment may also be written with parental consent form being completed so that staff have permission to handle the child concerned in exceptional circumstances, using staff who have been trained in “Team Teach” strategies.

Where appropriate an Early Help assessment or Team Around the Child paperwork can be completed by the head teacher and the parent/carer to enable access to external agencies for support within the home.



10 Welfare and examinations

Welfare needs: The school recognises that children with special educational needs or learning difficulties may be at risk of being bullied. Leslie Manser Primary School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Concerns and complaints: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEND provision should refer to the school's complaints procedure.

Examinations: Children who have been diagnosed as having a learning difficulty / SEND may be eligible to apply for extra time to complete internal examinations and public examinations. You may be asked to liaise with your child's class teacher/SENCo in good time with respect to this.

11 Record keeping

SEND Records: The SENCo has responsibility for ensuring that records are properly kept and available as needed.

12 Implementation, monitoring, evaluation and review

- The implementation of this policy will be overseen by the SENCo and the head teacher, it is most effective when the whole of the school staff including the Governing body support the policy.
- The SEND policy will be effective when:
 - Children with Special Educational Needs are identified early.
 - Children with SEND are given appropriate support through a flexible, differentiated curriculum, Pupil Profile targets and targeted intervention groups where necessary.
 - An accurate register is kept of all children receiving this support.
 - Staff are confident in using the graduated response to support children identified as having SEND.
 - Assessment and record keeping is completed to ensure the correct level of differentiated planning is identified for all children.



- Staff feel confident in planning and implementing Pupil Profile targets in class.
- Children identified with SEND make progress within their capability.
- Children achieve the best of their ability.
- Annual review: The SENCO reports to the Governing Body, on at least an annual basis, considering the effectiveness of the school's work on behalf of children with SEND. The governing body may wish to consult support services used by the school, other schools and parents. The governing body will advise the school as to whether any amendments to the policy are required.
- SEND information report: The Governing Body will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the school's website about the implementation of this policy. The information will be updated at least annually.
- Evaluation: The leadership team and the SENCo will be responsible for tracking the progress of pupils with SEND and will report to governors. The designated SEND governor will meet at least three times per year with the SENCo to evaluate the provision and progress of pupils with SEND. This may include learning walks and work scrutiny carried out by the SENCo and SEND governor.

13 Associated Policies:

Leslie Manser Primary School Behaviour Policy

Leslie Manser Primary School Anti-Bullying policy

Leslie Manser Primary School Supporting children at school with medical conditions policy (incorporating medicines policy)

Leslie Manser Primary School Accessibility Policy

14 Failure to comply

If there is a complaint to be made then in the first instance the SENCo should be told. Following the SENCO, the head teacher should be informed, however, if the issue is still not resolved then the Chair of Governors should then be informed, following the school's complaints procedure.

