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ST LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL

# SEND Policy

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**The policy was formally adopted by the Governing body on: December 2017**  
**This policy will be renewed on: December 2020**

## **Introduction**

We believe that all the children are special and have their own special needs. However, our special educational needs provision gives particular support to children who are struggling to 'keep up' with their peers. In order to address special needs we may need to develop strategies to compensate for social, emotional, physical, intellectual or sensory factors – or a combination of more than one.

This policy is set within the context of the Code of Practice 2014, which supports the notion of a continuum of need and advocates the implementation of a graduated approach to identification and assessment.

## **Aims and Objectives**

1. To identify, assess and respond at an early stage to pupils special education needs and to ensure that the needs of all such pupils are addressed.
2. To develop open, honest and confident working partnerships with parents/carers at all stages, engaging their active support in their child's educational programme. It will benefit the child most when parents/carers recognise that they have responsibilities towards their child.
3. To encourage communication and co-operation between those involved i.e., pupils, parents/carers, teachers, specialists support staff, health, social services, education, welfare and other agencies.
4. To provide a framework that will enable the planning of an appropriate curriculum, with effective methods and approaches, for all pupils with marked difficulties.
5. To use an effective recording system that enables joint planning between school and support agencies.
6. To purchase or loan suitable resources to ensure pupils needs are met.
7. To monitor and track pupil progress effectively.
8. To improve the self-esteem, confidence and motivation of children with special educational needs through a genuine empathy with their needs and feelings.
9. To establish clear and effective lines of communication, which
  - a) Attempt to create common understanding of the child's needs by all
  - b) Involve discussion and consultation aimed at creating agreement of provision
  - c) Offers information to all those who are concerned with meeting the child's needs.
  - d) Take account of the needs and feelings of parents/carers, children and staff.

## **Admission Arrangements**

### **Identification**

It is important that all children with Special Educational Needs should be identified and assessed as early as possible. This may involve additional visits and liaisons with their pre-school provider. This will enable them to access the Foundation Stage and National Curriculum as early as possible.

Initially the class teacher takes overall responsibility and they will make contact with parents/carers to discuss any concerns regarding a child's special needs. Assessment begins in the first year of school by staff. Strengths and needs are identified through

- Teacher Assessment
- National Curriculum Assessments
- Standardised Tests
- Observation

All teachers are teachers of children with Special Education Needs. Therefore, each class teacher will take on the responsibility for meeting the needs of individuals in their class with the support of non-teaching staff and the Special Educational Needs Co-ordinator (SENCO).

Extra support will be within the classroom environment or, where it is agreed that it is more beneficial for individuals, to be withdrawn to work outside the classroom, either singularly or in small groups. Extra support will be timetabled to enable class teachers to do this.

Resources and support for individual children will be drawn from the following:-

- a) Additional materials e.g., supplementary materials to support the teaching of reading/spelling in the school and those which support specific curriculum areas, including ICT based resources.
- b) Additional support from Specialist Teachers, SENCO and Learning Support Assistants.

Teachers liaise closely with the SENCO who will advise on approaches and materials/resources available, and also closely monitor progress. In addition, regular meetings with all staff are held to ensure efficient co-ordination of educational provision for pupils as they move through the school.

School personnel believe that working in close partnership with parents/carers of children with Special Educational Needs will ensure that the most effective assessment and provision will be secured. This can be facilitated through:-

- Home/school contact books
- Participation in regular review meetings
- Regular informed meetings with class teacher and/or SENCO

The views and concerns of parents/carers are valued and essential in providing a full picture of the strengths and needs of individual children.

### **Stages of Assessment and Provision**

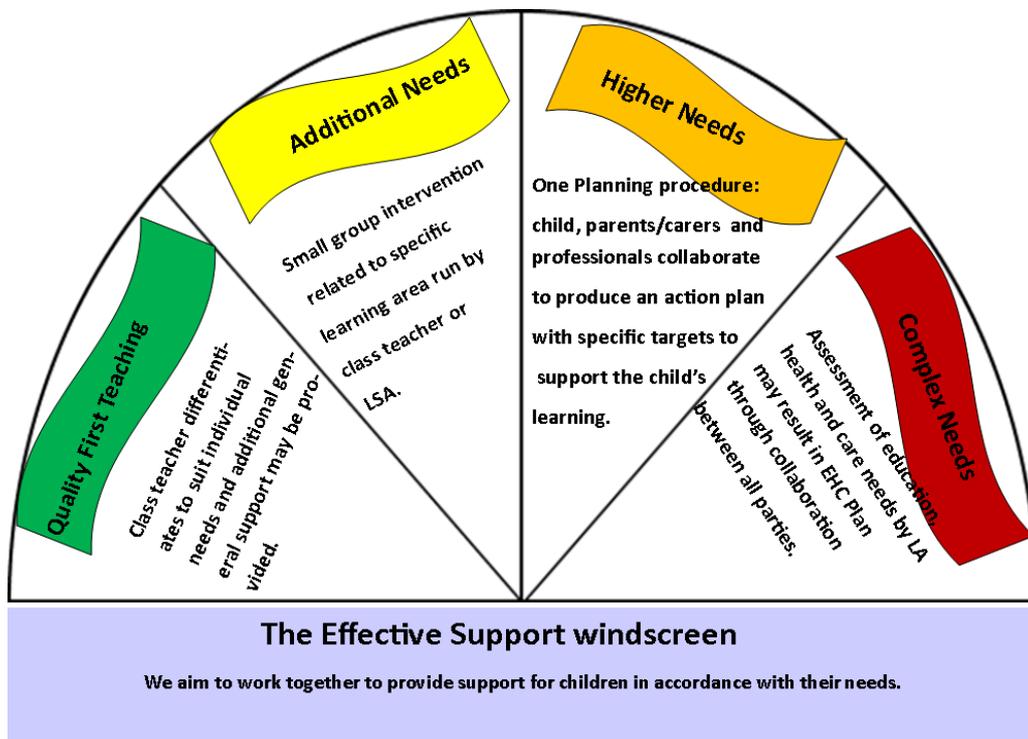
It is the School's Governors duty to do their best to ensure that any pupil with special education needs has proper provision made for him or her. If appropriate, after discussions with the class teacher and/or SENCO any parent feels that their child's needs are not met they should make representation to the Head Teacher and ultimately The Governing Body.

The School's SENCO will take responsibility for:-

- a) The operation of the Special Educational Needs and Disability (SEND) policy
- b) Advising the class teacher on SEND matters
- c) Liaising with external agencies
- d) Overseeing the maintenance of records of all children with special education needs
- e) Attending regular LEA training in special needs issues

f) Reporting regularly to Governors on the provision for and progress of children with special educational needs.

If a pupils needs are additional the method of identification and provision follows a graduated approach;



Each pupil's education will be planned for by the class teacher as part of quality first teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class.

If a pupils needs related to more specific areas of their education such as spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or Teaching and Learning Support Assistant. The length of time of the intervention may vary according to need but will be monitored on a regular basis. Interventions will be reviewed by the SENCo to ascertain the effectiveness of the provision and to inform future planning.

If a pupils needs are additional this may result in the creation of a one plan. This process involves the family, the child and other relevant professionals. The process will identify outcomes for the child and how they maybe achieved. When a pupil's needs are more complex an assessment of educational, health and care needs maybe undertaken by the authority and an EHC plan developed. This will be developed in collaboration with the child, family and, as appropriate, other specialists and professionals. The school will follow the Code of Practice model of assessment and provision.

The class teacher, SENCO and parents/carers will review all information and collect further information from other agencies e.g. health, Social Services, Educational Psychologist that deal closely with the child concerned. The SENCO and class teacher have overall responsibility for planning provision, but at this stage will have made the decision to call upon external specialist support to help the pupil progress, and to tell the LEA about the child. The SENCO will call in the appropriate specialists and together they will consider the child's needs and the provision required to meet those needs. This will be done in close contact with parents/carers and a new individual plan will be drawn up for the child, which includes specific targets. Review dates will be set

following which a decision will be made to stop any additional provision, continue with additional support or make a referral to the LEA to request a Statutory Assessment of special needs.

## A REQUEST FOR STATUTORY ASSESSMENT

Only approximately 2% of all children will require the LEA to make a statutory assessment of Education, Health and Care needs. Not all assessments will result in an Education Health Care Plan being written.

## STATUTORY ASSESSMENT COMPLETED

The LEA will consider the information obtained on the child's learning difficulties and the special educational provision made so far. The LEA will need to make a statement if it decides that it should determine some or all of the special education provision because either it is beyond the schools resources or the LEA needs to maintain oversight of the provision made. The LEA is bound by the statutory Code of Practice (2014). If the authority decides not to make an assessment the parents may appeal to the SEN Tribunal. Any statement will be reviewed annually.

## Special Facilities

St. Lawrence School aims to provide access to the whole school for all. The school is wheelchair accessible and has an accessibility plan.

## Monitoring

The Governing Body will appoint a governor responsible for SEND provisions who will report annually to the Governing Body on its success and progress.

## Evaluation

How can the school demonstrate effectiveness of the implementation of the SEND Policy?

- Aims and long and short term objectives will be set for all children having Special Educational Needs. Also short-term achievable goals are negotiated with pupils.
- These are reviewed at least twice a year and regularly between class teacher and co-ordinator throughout the term. Parents/carers are invited to all review meetings and will receive a copy of the completed review form.
- Results of standardised tests will be compared as and when this is appropriate.
- At each review meeting objective ways of deciding whether the set objectives have been achieved will be considered. Views on progress will also be gathered from parents/carers and the pupil.
- Best value will be applied to SEND provisions with comparative cost provision with similar schools being reviewed annually.

All staff and governors will be involved in reviewing the SEND policy regularly.