



**Lyneham**  
Primary School

## Special Educational Needs Policy (SEN)

Member of staff responsible	Mrs Bonnie Maslin
Governor responsible	Mr Dan Alexander
Date Approved at Governing Body	September 2017
Frequency of policy review	1 or 2 years (dependant on Government guidance)

### Document Version Control

Issue Number	Issue Date	Summary of changes
2	January 2013	
3	October 2015	
4	November 2016	
5	September 2017	Introduction of SEN Pupil Passports (explanation of) and addition of Appendix 1 Flow Chart for Graduated Response to SEN at Lyneham.



## **Introduction**

The whole team at the school is committed to providing a welcoming and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

## **MISSION STATEMENT FOR LYNEHAM**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our school adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

## **INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Through our strategic school development plan we set down goals and targets, which help us reach our aims. There is a SEN Action Plan reflecting the priority aims for whole school development, managed by the SENCo and overseen by the Head teacher. This is updated annually.

## **Aims and Objectives of this Policy**

To reach high levels of achievement for all

To be an inclusive school

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

To meet individual needs through a wide range of provision

To attain high levels of satisfaction and participation from pupils, parent and carers

To share a common vision and understanding with all stakeholders

To give transparent resourcing to SEND

To provide curriculum access for all

To work towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

## **3. MANAGEMENT OF SEND WITHIN SCHOOL**

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants may play a role in the support of pupils with SEND as well as the class teacher. The rationale for the deployment of TAs is pupil centred.

### **The SENCo is responsible for:**

Overseeing the day-day operation of this policy

Co-ordinating provision for children with special educational needs

Liaising with and advising teachers

Managing teaching assistants

Overseeing the records on all children with SEN

Liaising with parents of children with SEN (in conjunction with class teachers)

Contributing to the in-service training of staff

Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for liaising with the governor with responsibility for SEN on the day-day management of SEN policy. Termly meetings (3 times per year) will take place and a written report provided to the Governing Body.

## **4. IDENTIFICATION AND ASSESSMENT**

In accordance with the Children and Families Act 2014, we accept the principle that pupils' needs should be identified and met as early as possible. Our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

*"A pupil is deemed to have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."* (Children and Families Act 2014, para 6:15 p 83)

There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCO is part of the senior leadership team, and uses whole school tracking data to monitor the progress of pupils on the SEN register. Class teachers and phase leaders monitor class assessment data at pupil progress meetings as an early identification indicator when pupil progress is of concern.

We take a graduated response to SEN and the Flow Chart at Appendix I demonstrates how the Graduated Response takes place at Lyneham Primary School.

The SENCO maintains a log of pupils identified through this process as Wave 3 support. It is called the SEN register. This list is updated each month (due to our high mobility rates) and reviewed each term when a detailed analysis of the SEN provision map takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## **5. CURRICULUM ACCESS AND PROVISION**

*“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.” (Children and Families Act 2014 para 6:40 p88)*

The class teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The Class Provision Map and Whole School SEN Provision Map records a graduated response to individuals' needs.

The range of provision may include:

- \* In class support for small groups with the class teacher or teaching assistant (TA)
- \* Small group withdrawal with TA, class teacher, or ELSA
- \* Individual class support / individual withdrawal
- \* Further differentiation of resources
- \* Study buddies/ peer tutors
- \* Interventions
- \* Provision of alternative learning materials/ special equipment
- \* Group support
- \* Provision of additional adult time in devising interventions and monitoring their effectiveness
- \* Staff development/training to undertake more effective strategies
- \* Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

## **6. MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- \* Narrows the attainment gap between pupil and peers
- \* Prevents the attainment gap widening
- \* Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- \* Equals or improves upon the pupil's previous rate of progress
- \* Ensures full curricular access
- \* Shows an improvement in self-help and social or personal skills
- \* Shows improvements in the pupil's behaviour

## **7. RECORD KEEPING**

The school will keep records of the steps taken to meet pupils' individual needs. In line with a graduated response to SEN, class teachers detail provision which is 'additional to and different from' on a class provision map. These targets are shared with parents via Target Sheets sent home three times per year. If a pupil is identified as SEN Support (Wave 3), they will have outside agency involvement and/ or an official diagnosis. These pupils will have a Pupil Passport. The Pupil Passport details pupil voice about what works well for them, what puts them 'in the danger zone' and their aspirations for the future. It lays out additional targets for the pupil from the teacher's, pupil's and parents' perspective. These targets are reviewed three times per year. If there are a number of additional agencies involved

for a pupil, the SENCO, in collaboration with the class teacher and parents may consider the use of a My Support Plan to identify outcomes and track pupil progress over time. If a pupil's needs are multiple, complex or severe and there are concerns about progress over time, a request for assessment for an Education and Healthcare Plan may be made.

## **8. TARGETS and ACTION PLANS**

All pupils on our SEN register will have individual targets set out on a Pupil Passport and shared with parents during Parents' Evening. These are evaluated by the class teacher, pupil and parents each term. The Whole School Provision Map and Class Provision Maps set out targets and any provision made that is additional to and different from usual classroom provision. Pupils with an EHCP also have a Pupil Passport with short term targets to support the longer term outcomes contained within the EHCP.

## **9. CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN register as necessary. The class teacher will remain responsible for planning and delivery of individualised programmes. Parents will be informed of the actions and results. External support services may advise on targets and provide specialist inputs to the support process. SEN Support intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at a level considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting individual targets may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults and are recorded on the Pupil Passport.

### **9.1 REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Provision Maps and Pupil Passports
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Details of standardised assessment and teacher assessment against National Curriculum expectations
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### **Education, Health and Care Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- \* Matched to the longer-term objectives set in the EHCP
- \* Of shorter term
- \* Established through parental/pupil consultation

- \* Set out in an Action Plan
- \* Implemented in the classroom
- \* Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will:

Organise these reviews and invite:

- \* The pupil's parent
- \* The pupil if appropriate
- \* The relevant teacher
- \* A representative of the SEND Service (SEND Lead worker)
- \* The Educational Psychologist
- \* Any other person the SENCO or parent/carer considers appropriate

### **The aim of the review will be to:**

- \* Assess the pupil's progress in relation to the objectives on the EHCP
- \* Review the provision made to meet the pupil's need as identified in the EHCP
- \* Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- \* If appropriate to set new objectives for the coming year

At Key Stage phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

## **10. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. If you have an SEN issue you are invited to email Bonnie Maslin SEN coordinator [senco@lynehamprimary.wilts.sch.uk](mailto:senco@lynehamprimary.wilts.sch.uk)

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- inviting parents to feedback to school on SEN provision via an annual SEN parent questionnaire
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child on their Pupil Passport at Parents' Evening and during Annual Reviews (for EHCP pupils)
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

## **11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the Pupil Passport target setting process
- identify their own needs in class through self-assessment, self-evaluation and assessment for learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- SEN pupil voice questionnaires
- Annual Review Process

## **12. SPECIAL PROVISION**

The school has the following special facilities:

Wheelchair access;

Disabled toilets with hand rails;

Changing facilities;

All classrooms are:

carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.

Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)

Ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations, cool down/ safe spaces.

## **13. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support register any one or more of the following agencies may be involved: Educational Psychologists, Behaviour Support, Speech and Language Therapy, Occupational Therapists, Specialist SEN Service, Paediatricians, Child and Adolescent Mental Health Service (CAMHS), Social Workers, the School Nurse and Parent Support Adviser (PSA).

## **14. LINKS WITH OTHER SCHOOLS, AGENCIES, INCLUDING THE VOLUNTARY SECTOR**

Links are maintained to ensure the smooth transfer on school entry through liaison and visits to local Early Years Settings. Lyneham Primary School has strong links with the local pre-schools and throughout the year events are organised, by the Foundation Stage Leader, to introduce the pre-school children to the school.

Liaison from year 6 to year 7 ensures a smooth transition between key stages. The SENCO at Lyneham Primary School liaises with the Learning Support Department at the feeder school: Royal Wootton Bassett Academy. The SENCO will also liaise with the Learning Support Department at other secondary settings that children with SEN may be entering.

The children in Year 6 visit Wootton Bassett Academy in Term 6 on a two day induction programme. Additional visits are also arranged for our vulnerable learners during difficult transitional times of the day, e.g. lunchtimes.

When children on the SEN Register leave Lyneham a SEN Transition Form is completed and passed on to the new school to ensure their needs will be met in their new setting without delay. The SEN Pupil Passport contains all key information 'at a glance' to ease transitions both within and between schools.

## **15. INSET**

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken for areas of SEN are detailed in the SENCO's report to governors each term.

## **16. RESOURCES**

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is called the Age Weighted Pupil Unit (AWPU). The amount varies from one Local Authority to another, but there are minimum amounts set by the DfE: the value for primary pupils must be at least £2,000. This is the core budget for each school and it is used to make general provision for all pupils in the school **including pupils with SEN**. Schools also attract an amount of money based on social deprivation indicators as well as the number of children on role who have English as an additional language. Most pupils with SEND will have their needs met through the 'notional SEN budget', especially where their needs are high incidence/low cost. Schools commonly use the notional SEN budget to fund lunch time clubs for vulnerable pupils, additional support to access after school activities, purchasing equipment such as laptops or specialist software, running small teaching groups in core subjects or providing in class TA support. If it is determined that a pupil with

SEND requires in excess of 15 hours of special educational provision, in addition to the basic provision available to all students, the commissioning local authority (i.e. the Local Authority in which the pupil lives) can provide top-up funding to meet the cost of that provision. The top up funding is provided from the high needs block element of the Dedicated Schools Grant (DSG) held by the commissioning local authority and would require an EHC Plan to be in place for it to be made. Schools are expected to use this funding to supplement the funding in the 'notional SEN budget' to make provision for that individual pupil. In Wiltshire, Pupils with an EHCP are allocated a banding based on their needs. The top-up funding varies based on the banding allocated.

## **17. COMPLAINTS**

All complaints will be dealt with in accordance with the school's Complaints Policy, the intent will always be to resolve matters at the informal stage. If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

## **18. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

## **19. EVALUATING THE SUCCESS OF OUR POLICY**

The policy will be evaluated using a range of evidence:

- \* An analysis of all teachers' planning by Subject Leaders ensures that a differentiated approach is taken and that the learning objectives are identified and reflected in planning.
- \* Parents/carers will be aware of individual targets set for children by discussing, receiving and having their views recorded on the Pupil Passport for their child.
- \* Children are involved in constructing, reviewing and having their views recorded on their Pupil Passport.
- \* Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- \* Ensuring that outside agencies, where appropriate, have their comments recorded on Pupil Passports and are involved in their development.
- \* The School Improvement Plan priorities which may include the provision for SEN.
- \* Any external evaluation or inspection.

## Appendix I: SEN Flow Chart

