

Lady Elizabeth Hastings' CE VA Primary School  
Special Educational Needs & Disability Policy  
Living and Learning in the Light of God

Vision Statement

Lady Elizabeth Hastings' is a welcoming, safe, fun and outward-looking school community in which Christian values are lived out. Inspired by a culture of creativity coupled with high expectations, our confident, happy and caring children are active learners who achieve their best.

*In this policy SEND refers to Special Educational Needs and Disability*

Aims

Lady Elizabeth Hastings', as a Christ-centred community, is committed to the inclusion of all pupils and the provision of a curriculum based on Gospel values, which is broad, balanced, relevant and differentiated to meet the needs of every child. We therefore aim to:

- provide an environment which enables every pupil to be safe and healthy;
- value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being;
- enable every pupil to make a positive contribution to their school and community;
- identify and respond to pupils' diverse and individual needs;
- identify and overcome potential barriers to learning;
- set suitable learning challenges for every pupil.

Objectives

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not Enough"
- Equality Act 2010
- Children and Families Act 2014

We use the Department for Education's definition of what Special Educational Needs (SEND) is: 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 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,
- has a disability which prevents or hinders him or her from making use of educational facilities. For children aged two or more, 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, maintained nursery schools or by relevant early years providers.

## Roles and Responsibilities in Coordinating and Managing Provision

### The **Governing Body** will:

- have regard to the Code of Practice when carrying out its duties toward all pupils with SEND;
- work with the Headteacher in determining the school's general policy and approach to provision for children with SEND;
- work with the Headteacher in establishing the appropriate staffing and use of funding;
- act as a critical friend in maintaining a general oversight of the school's work.

### The **Headteacher** will:

- take responsibility for the management of provision for children with SEND, working closely with the Special Educational Needs & Disability Coordinator (SENCo);
- share information fully with the governing body.

### The **SENCo** will:

- oversee the day-to-day operation of the schools SEND policy;
- co-ordinate provision for children with SEND;
- liaise with teachers, teaching assistants (TAs), parents and pupils to review pupil progress and outcomes for children with SEND as well as setting new objectives as appropriate;
- maintain records of pupil progress for pupils with SEND;
- support teachers in liaising with parents and carers of children with SEND;
- maintain a central record for children with SEND;
- work with the Senior Leadership Team, teachers and TAs to plan and manage the effective deployment of staff to support children with SEND;
- work with the Assessment Leader and class teachers to monitor progress of pupils with SEND;
- liaise with and report to the governing body through the named SEN governor;
- liaise with external agencies including the local authority's SEN support and educational psychology services, health and social services, and voluntary bodies.

### The **Assessment Leader** will:

- contribute to the identification and monitoring of pupils with SEND through use of the school's in-house pupil tracking system.

### **Class teachers** will:

- identify children where there are concerns about well-being, behaviour, development or learning;
- in consultation with the SENCo, parents and carers, pupils and where relevant with advice from outside agencies plan appropriate provision for pupils with SEND;
- take responsibility for including all pupils with SEND within the classroom and deliver planning, manage support and provide resources to enable them to access a broad and balanced curriculum;
- provide high quality teaching, differentiated for individual pupils.
- meet termly with parents, carers and where appropriate pupils to discuss progress and future outcomes.
- adhere to the SEND Code of Practice (2015).

### Identification, Assessment and Provision

Staff aim to make early identification of children's SEND. Children's SEND usually fall into one of four categories:

- cognition and learning;
- social, mental and emotional health;
- Sensory and physical;
- communication and interaction.

The school applies a graduated approach which relies on the following four actions:

#### **Assess**

The class teacher, working with the SENCo, establishes a clear analysis of the pupil's needs using teacher assessment and experience of the pupil, also information from pupil progress and attainment data. They also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Any concerns raised by a parent are recorded and compared to the school's assessments.

#### **Plan**

Where it is decided to provide a pupil with SEND support, this is discussed with the parents and/or carers. The teacher and the SENCo agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and a date is set for review. All relevant staff are made aware of the needs of the pupil.

#### **Do**

The class teacher is responsible for working with the child on a daily basis. The teacher retains responsibility to plan and assess the impact of interventions where there is group or one-to-one teaching away from the main class. The SENCo supports the class teacher in this.

#### **Review**

The effectiveness of the support and the impact on the child's progress is reviewed at an agreed date. The impact of the support provided, along with the views of the pupil and their parents and carers feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, revises the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

The individual school or parents / carers may consider requesting an Education Health Care Plan (EHCP) assessment where despite purposeful and relevant action to identify, assess and meet SEND, the child has not made expected progress. It is expected that there will be clear evidence of the action taken by the school as part of SEND support. If a referral is made, it does not mean they will necessarily get an EHCP – it will be considered if a pupil has educational needs over and above what a mainstream setting can normally put in place. If an EHCP is put in place, it will be reviewed on an annual basis with parents / carers and any professionals involved with the child.

### Involving Specialists

If there is continuing concern about progress, the SENCo then takes the lead in further assessment of the child and planning and reviewing action taken. If the class teacher, SENCo and parents consider that further support is required then help from outside agencies is sought. External support services will see the child and work alongside the child in the planning and review process.

Where there is significant cause for concern, the Headteacher may make a request for a Statutory Assessment which may result in the local authority making an Education and Health Care Plan on behalf of the child.

The SENCo has administrative time to effectively co-ordinate the tracking, recording and communication of high quality SEND pupil information. This is evaluated and used to inform SEND policy and practice across the school.

Staff are kept informed and updated about all SEND issues and pupils with SEND through meetings with the SENCo.

#### Partnership with Parents and Carers

We aim to work in partnership with parents and carers. We recognise and value parental knowledge and expertise in relation to their child and respect their views and wishes concerning their child's education. All parents and carers are consulted when concerns are raised about their child. They are involved in the discussion to make an identification of SEND. We meet with parents and carers to discuss desired outcomes and provision for their child. These outcomes are recorded, shared with parents and carers and reviewed and updated at termly meetings. Suggestions are made to parents and carers about how they could support their child at home. Parents and carers are asked for permission before outside agencies are approached. Lady Hastings' Home/School Agreement encourages partnership between parents and carers and the school.

#### The Voice of the Child

Children's views are sought and taken into account. Children's opinions about their perceived strengths and weaknesses are recorded. Targets are formulated with children and progress against targets celebrated with them.

#### Admission Arrangements

Our policy regarding admissions arrangements ensures we do not discriminate against children on the grounds of SEND. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

#### Allocation of Resources

Financial resources used to support SEND include base budget and Funding For Inclusion allocations. These are allocated to ensure such pupils are appropriately supported.

#### Access and Inclusion

Lady Hastings' strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations for all children.

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

Improvements to accessibility are set out in the school's Accessibility Plan.

#### Evaluating Success

The success of the school's SEND policy and provision is monitored through:

- monitoring of pupil progress through the schools assessment processes and against individual next steps;
- monitoring of planning;
- analysis of school performance data;
- analysis of pupil tracking data and test results;
- the School Development Plan and/or the SEND Action Plan

- monitoring of procedures and practice by the named SEND governor;

More informally, the success of the SEND policy is evaluated by:

- feedback from staff about the clarity and effectiveness of SEND processes in school;
- feedback from parents;
- views of pupils with SEND.

#### Staff Development and Appraisal

Governors receive training in many areas, including SEND, through the LA Governance Unit.

For teachers, the Performance Management cycle is used as one means of determining professional development requirements. Teachers and support staff attend courses according to both school and individual needs and LA guidelines, within funding constraints.

The SENCo supports new staff and NQTs so that they become familiar with the school's SEND policy and procedures.

#### Links with other Agencies, Organisations and Support Services

The school liaises with outside agencies as appropriate. These include:

- LA support services ~ eg Integrated Support Psychology Services;
- Health services ~ eg GP; school nurse; CAMHS (Child and Adolescent Mental Health Services);
- Community services ~ eg social workers.

The local Support and Guidance Panel can be used to access the support of outside agencies for pupils and families.

The SENCo has received training in Early Help plans.

#### Links with other Schools and Transfer Arrangements

We will ensure smooth transition from the previous phase of education and from our school into the next phase of education. We will ensure timely and early planning for transfer to a pupil's next phase of education. At the end of KS2, pupil data is transferred to the receiving school, including information regarding SEND. The SENCo from the receiving secondary school is invited to the annual review meeting of any pupil with an Education and Health Care Plan or in receipt of FFI funding. Further, liaison with SENCos from receiving schools takes place as is deemed necessary, to support effective transition of pupils with SEND. Support for the pupil in terms of moving on will be carefully planned and will include familiarisation visits with additional support. Pupils will be included in all class transition days to the next phase but may also be offered additional transition visits. Parents will be encouraged to consider all options for the next phase of education.

#### Complaints Procedures

Lady Elizabeth Hastings' complaints procedure is outlined in the School Prospectus and is available in the Complaints Procedure and Complaints Policy documents. Parents who are unhappy about the provision being made for their child should contact the class teacher or SENCo. If further action is necessary, please contact the Headteacher. If the problem persists, the matter should be referred to the Chair of Governors. Matters still unresolved may then be referred formally to the local authority (LA).

Where parents are unhappy about LA SEND practices, the Headteacher would recommend the use of the Leeds Special Educational Needs and Disability Information Advice Support Service (SENDIASS) which would include access to an Independent Parental Supporter who would offer independent advice, information and support.

### Further Information

The school is required to detail provision that it offers as set out in this policy. Our school offer provides further information in regard to our provision for SEND and contains FAQs.

There is also a local offer from Leeds which can provide families with more support. The Leeds Local Offer is there to signpost services and information for families, children and young people with SEND and disability aged 0 to 25 living in Leeds.

There is information about council, health and voluntary sector services. The site has been specifically designed to look for information from Facebook, YouTube, MeetUp and many other sources on the web. The Leeds Local Offer website pulls everything together in one place for you.

You can find more information at: <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Reviewed: November 2018

Review date: November 2019