



SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created in partnership with the Head teacher, SEND Governor, SENDCO and representative staff.

Aims

At Laleham School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEN the support they need.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Identification

The school's arrangements for assessing and identifying pupils as having SEND also form a part of our published SEN Information Report, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2014:
"A pupil has 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".
- The school reflects what the Code of Practice states in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently.
- Although the SENDCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

SEN register

Where children's SEN difficulties are significant, or where little or no progress has been made, following discussions with the school's SENCO and the child's parents, the decision will be made to place the child on the school's SEN register, which is maintained by the SENDCO.

Provision

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.

SEND support can take many forms. This could include:

- a special learning programme for your child;
- extra help from a teacher or a learning support assistant;
- making or changing materials and equipment;
- working with your child in a small group;
- observing your child in class or at break and keeping records;
- helping your child to take part in the class activities;
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult.

Please refer to our Provision Map for further details of the types of intervention that we provide at Laleham.

The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

A Graduated Response to SEND

Early concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of the strategies used. This can then be used in later discussions should concerns persist.

The Assess, Plan, Do, Review Cycle

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of the graduated approach.

ASSESS:-In Assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments.

Any concerns by parents are actively listened to and recorded. Assessments are reviewed every half term in our school.

PLAN: - We recognise that we must notify parents if their child is being provided with SEN support. The teacher and SENDCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. These interventions will be recorded on the child's ISP (Individual Support Plan), which the class teacher and parent will both have a copy of.

DO: - The School's SENDCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out twice yearly with the reviewed and new ISPs being sent home to parents. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review

meetings, and the SENDCO attending meetings offsite to support the transition process.

CRITERIA FOR EXITING THE SEN REGISTER

When, as part of the review process, school and parents agree that a child has made sufficient progress to no longer be considered as having special educational needs, their names will be removed from the SEN register. Their SEN file will, however, be retained by the SENCO.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and / or disabilities of the pupil, the child has not made expected progress, the school or parents / carers should consider requesting an Education, Health and Care Plan (EHCP) assessment. Evidence gathered at regular reviews and close discussions with outside agencies will determine whether this statutory assessment of needs is required.

Where a pupil has an Education, Health and Care Plan (EHCP) the school must review the plan every twelve months as a minimum (for children aged below 5 years at the time that the plan is issued, this must take place within six months).

Medical needs

Laleham School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

Staff member responsible for managing the schools responsibility for meeting the medical needs of pupils: Sarah Beer

Please refer to the First Aid and Supporting Medical needs Policy.

Monitoring and evaluation of SEND

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages.
- An analysis of external tests including SATs.
- The school's tracking systems and teacher assessments.
- Evidence generated from Annual Review meetings.
- Raise online.
- Reports provided by outside agencies including Ofsted.

Key Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCO.

The SENDCO has responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher/LSA regarding those pupils with SEN and

disabilities.

All teachers are teachers of students with SEN and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEN students in their classes, including where students access support from teaching assistants or any other specialist staff.

Learning Support Assistants are a valuable part of the support for students with SEND. The SENDCo maintains overall responsibility for all Learning Support Assistants.

Key names

SENDCo Name: Linda Goddard

Inclusion lead: Andrea McWilliams-Bowe

National Award for SEN: 2011 **SLT Member:** Yes

Contact details: info@laleham.surrey.sch.uk

SEND Governor: Catherine Batt

Designated Teacher with specific Safeguarding responsibility: Andrea McWilliams-Bowe

Member of staff responsible for managing PP/LAC funding: Andrea McWilliams-Bowe

Involving Parents/Carers

Partnership with parents plays a key role in promoting a culture of cooperation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents of students with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their Son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEN framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfil their obligations under home/school agreements.

Parental concerns regarding SEN

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Team Leader.
- Arrange a meeting with SENDCo. If conflicts cannot be resolved the Headteacher should be involved.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a subcommittee of Governors.
- Full Governors meeting.

Please refer to complaints policy.

Funding

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENDCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Part salary of teacher who manages Interventions.
- Salary of some Learning Support Assistants.
- Training for all Teachers and Learning Support Assistants so that they can meet pupils' needs more effectively.
- In class and withdrawal support.
- Specific learning interventions
- Specialist equipment.
- Purchasing and maintenance of ICT and electronic equipment.

SEN In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENDCo to advise as necessary.

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialized training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Policy written by: Andrea McWilliams-Bowe
Governors' Committee: Achievement and Learning

Date of Policy review: May 2019 by Linda Goddard

To be reviewed: May 2020