

Lawley School Vision - Planting the Seeds, Growing the Future - is based on the two key principles of: Encouraging better learners and developing lifelong learners.

Values

We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: happiness, respect, courage, friendship and responsibility.

Our Mission statement: talks of providing an environment in which **every child** is cared for spiritually, morally, socially, culturally, intellectually and physically, allowing **everyone** to be the best that they can be! We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all our children.

**LAWLEY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY**



HEAD TEACHER: Carol McQuiggin

SENCO & INCLUSION MANAGER: Kate Roberts

LINK GOVERNOR: Malcolm Webster

CHAIR OF GOVERNORS: Lee Plummer

Date agreed: Autumn 2016

Review date: 25 August 2017

Special Educational Provision is underpinned by high quality teaching and is compromised by anything else. (SEN Code of Practice 2014)

This policy document specifies the objectives of the Governing Body, together with the strategies and procedures in place, to ensure that effective and efficient provision is provided for children with Special Educational Needs and/or Disabilities (SEND) at Lawley Primary School.

The SEN Code Of Practice 2014 states that:

- **A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.**

A child has a learning difficulty or disability if:

- They have significantly greater difficulty in learning than the majority of others of the same age.
- They have a disability which prevents/hinders him or her from using the facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision:

- Namely provision different from or additional to that normally available to pupils of the same age. (COP 2014 6.15)

AIMS

- To have any special educational needs identified as soon as possible, thereby allowing us to support children's physical, sensory, social, emotional, communication or cognitive development.
- To remove barriers to learning by embedding inclusive practice, allowing positive access to the National Curriculum.
- To promote high expectations and achievement by ensuring that the educational provision matches the nature of the child's learning difficulty and by developing teachers' skills and strategies for meeting specific needs.
- To work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

OBJECTIVES

- To ensure the provision made for children with special educational needs is *additional to or different from* that made for all children.
- To provide provision that is relevant to the child's needs, depending on the type and extent of the learning difficulties.
- To promote self worth and enthusiasm by encouraging independent learning at all ages.
- To provide every child with the skills to learn, participate and form friendships with their peers.
- To give every child the entitlement to a sense of achievement.
- To ensure there is regular recording of a child's educational needs, action taken and outcomes, in order to ensure that the most appropriate provision is made.
- To monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice 2014 i.e. communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.
- To work in partnership with the child's parent/carer and other external agencies to provide optimum provision.
- To regularly review the policy, the school offer and work closely with the LA being part of the Local Offer.

- To listen to the views of all children, allowing them to participate in all the decision-making processes that occur in education, including the setting of learning targets, contributions to support maps, discussion about choice of schools, annual reviews and transition processes.

EQUAL OPPORTUNITIES

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

At Lawley Primary School children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

ROLES AND RESPONSIBILITIES

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (COP 2014, 6.36)

Management of SEN within the school

Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children. Thus all staff members use school procedures for identifying, assessing and making provision for pupils with SEN.

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

SENCO has half termly meetings with year groups to discuss children on SEN register and review support maps and discuss interventions. Teaching and support staff meet regularly to review SEN provision.

Co-ordinating and managing provision

At Lawley Primary School the Special Educational Needs Coordinator (SENCO)/ Inclusion Manager is a qualified teacher and member of the SLT. This post is currently held by Mrs Kate Roberts.

The SENCO has an important role working with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO has day-to-day 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.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO at Lawley Primary School include:

- Overseeing the day to day operation of the school's SEN policy
- advising on the graduated approach to providing SEN support
- Coordinating provision for pupils with special educational needs
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- being a key point of contact with external agencies, especially the local authority and its support services
- ensuring teaching staff are up to date with their statutory duties with regard to SEND
- Ensures that Health and safety guidelines are adhered to and staff have access to relevant training to ensure their safety at school and also ensuring the health and safety of pupils with additional needs. (see Health and Safety Policy)
- Overseeing the records on all pupils with special educational needs and ensuring they are up to date, correct and secure in line with the Data Protection Act 1998. (See Data Protection Policy)
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The role of the governing body:

The governor with responsibility for SEN is Malcolm Webster.

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and sent to parents
- SEN provision is an integral part of the School Development Plan.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Lawley Primary School strives to be a fully inclusive school. We work hard to ensure that all the aims and objectives identified in this policy are met to ensure all children have their educational, physical and emotional needs attended to.

See admissions policy

At Lawley there is access to all areas for pupils with SEND including toilet access.

Curriculum

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

IDENTIFYING SEN

As stated in the 2014 Code of Practice Lawley Primary has developed a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

The Graduated Approach to support pupils.

SEN support should take 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 is known as the graduated approach.

Early identification of SEN is paramount; regular assessment and monitoring of pupil progress by class teachers, supported by the SLT will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This will be discussed at least half termly at pupil progress meetings. The first response should be high quality teaching targeted at their areas of weakness (intervention children tracked by subject leaders initially). Where progress continues to be less than expected the class or subject leader, can refer the child to the SENCo. A SEN cause for concern referral form can be completed and discussed with the SENCo. Evidence for the form including the area of concern, details of differentiated work/interventions already tried and details of conversations with parents and

child. It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with their wider development and/or social needs in order.

Assess

Class teachers working closely with the SENCo and where appropriate possible referral to outside agencies (LSAT, SALT) and meeting with parents and class teacher required to complete consent forms and discuss next steps/concerns. Discussion will involve which area/s of need the child has and level of support required along with interventions that may help. Addition to the school SEN register following consent from parents.

Plan

Following advice from SENCo and/or outside agencies and other relevant discussions class teachers write a School Support Map for the child. The targets should be challenging and tailored to accelerate progress. Where necessary other members of staff specialising in particular interventions may be used. EG Elklan trained staff for speech and language difficulties. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

Each SEN child receiving ‘School support’ will have a Learning Journey (purple book) in which all additional/intervention work will be recorded (if appropriate). This book should be dated clearly and have targets that the child is working towards. Interventions should be tailored to achieve the targets in the School support map and should be delivered by both teachers and TA’s. The class teacher remains responsible for that child’s progress and should work closely with other adults to plan and assess the impact of the interventions.

Review

The Learning journeys should be seen and reviewed by the class teacher following each intervention session. These books can then be passed on at transition and used to show evidence of progress. They can be shared with the LSAT and other outside agencies to assess progress and interventions. The SENCo will review every child’s Learning journeys regularly. Every half term the School Support map should be evaluated and new targets set. Parents should have clear information about the support their child is receiving and the impact on their progress. The parents should also be informed if that support changes.

Governor Statement

The Governors of Lawley Primary have agreed the following SEN Policy. This is in line with the curriculum aims recommended by the LA, which were adapted and adopted by the Governors of this school.

Headteachers signature

Chair of Governors signature

Date

(Review date – August 2017)