



*Children and adults are at the heart of our school;
our school is at the heart of our community.*

Special Educational Needs and Disabilities policy

1. Introduction and Aims

1.1 Introduction

Lakeview Primary School is committed to the aspirations within the Green Paper (March 2022) and the SEND Code of Practice (revised 2015) which states that:

All children are entitled to an education that enables them to make progress so that they;

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

It is our responsibility to offer a broad, balanced and relevant curriculum which will meet the needs of all children within our school. Differentiation must be used so that all children, including those identified with special educational needs, have equal value in teacher planning. The school has high expectations of all pupils, including those with Special Educational Needs and Disabilities, and believes that with the correct support they can become self-confident and independent learners.

1.2 Aims

Our SEN policy aims to:

- Identify children in our school who have special needs and will require support (educational, emotional, behavioural, medical etc.)
- Assess these needs and provide suitable work that will match the child's abilities and give access to the National Curriculum or Early Years Curriculum at the relevant level.
- Ensure early intervention.
- Monitor, evaluate and record children's progress at regular intervals.
- Establish close contact with parents, through both formal and informal meetings, to ensure they are fully informed in consultation processes and to encourage their involvement and support.
- Enable pupils a voice regarding their SEND provision and progress, involving them in target setting and reviewing.
- Create a positive working environment, where pupils can increase in confidence and independence.
- Create individualised transition programmes into school and onto the next stage of the pupil's education.
- Establish close liaison with outside agencies and professionals such as: Education Welfare Officer, School Nurse and Educational Psychologist in order to seek further advice and support for the child.
- Implement and review administrative procedures where appropriate, i.e. Education, Health and Care Plans.

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

3.1 Definition of SEN

At different times in their school career, a child or young person may have a special educational need. The **Code of Practice 2014** defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Difficulties related solely to limitations in English as an additional language are not SEN. (SEND Code of Practice 2014) Children who have a disability as defined in the Equality Act 2010 and require special educational provision will also be covered by the SEN definition. The Code of practice defines four broad areas of SEN. These are:

Communication and interaction – Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – Children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

Sensory and/or physical needs – Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a people in a category.

At Lakeview Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

At Lakeview, the term SEN applies to pupils who continue to make inadequate progress, despite high quality teaching targeted at their area of weakness. What is NOT SEN but may have impact on progress and attainment:

- Disability (the code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

3.2 Definition of Special Education Provision

The Special Educational Needs Code of Practice 2014 states that a special education provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its 'best endeavours', an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the settings or by drawing on support from outside services.

The benefits of early intervention are widely recognised: identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person.

4. Roles and responsibilities

Provision for children with special educational needs is a matter for the whole school.

4.1 The SENDCO

The SENDCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated response to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head teacher

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Parent/s and Carers

Parents play a vital role in the education of their children and are welcomed into the school where their advice and support is welcomed. The school aims to work in partnership with parents and carers of pupils with SEND by:

- Operating an open-door policy and actively encouraging parents to talk to the class teacher or other members of staff before school, after school or at another mutually convenient time.
- Acknowledging the insight that parents have into the needs and strengths of their children.
- Recognising the personal and emotional investment of parents and being aware of their feelings.
- Respecting the validity of differing viewpoints and seeking constructive ways of reconciling them.
- Keeping them informed and updating them regularly about their child's progress.
- Involving them in reviewing targets and agreeing on new ones for the next steps in learning.
- Ensuring that parents understand procedures and giving them the necessary support to prepare their contributions i.e. provide an interpreter.

- Discussing how school and home can work together to achieve the best possible outcome for the child.

4.6 Involving pupils with SEND in their education

- We respect the ability of all children to become independent learners.
- Whenever possible, pupils are involved in creating their learning targets.
- Children are encouraged to express their views in the way that is most comfortable for them. This may be verbally, by writing them down or by choosing from a selection of pictures.
- If a child has a specific plan, these views are included on the plan.

5. Identifying children with Special Educational Needs

The progress of all children is carefully monitored by the class teacher. The SENDCo may also observe or assess individual children. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- There is a change in the pupil's behaviour or progress
- The child's rate of progress slows down
- The gap between the achievement of a child and their peers does not close
- The gap between the achievement of a child and their peers widens

If parents/carers have a concern about their child's progress, the class teacher is the initial point of contact. The class teacher will monitor the child's learning closely and make adjustments that may help. If further support is needed a meeting with the SENDCo can be arranged via the school office. The SEND Governor can also be contacted for support via the school office.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range despite earlier interventions may have special educational needs.

Early identification is vital and the school uses a graduated response to identify children's special educational needs, as outlined in the Code of Practice. When a difficulty is noticed, the class teacher starts the 'Initial concerns pathway'. The class teacher informs the SENDCO and discusses with parents at the earliest opportunity to share concerns and enlist their active support and participation. Follow-up meetings are put in place to review the support. The following cycle must be followed when a child is perceived as having a Special Educational Need:-

5.1 Assess

The class teacher will have established a clear analysis of the pupils needs through teacher assessment of the pupil in respect to the schools approach to pupil progress, attainment and behaviour. The class teacher will have compared the progress made by the pupil in comparison to that of their peers.

At this time the expectation will be that class teachers will approach the pupil's parents for their own views and experiences, comparing these to the schools own information regarding the pupil.

Class teachers will take advice from support from external support services to help inform the schools assessment. If support services are not already working with the pupil, the SENDCo will contact them with parental agreement.

Assessment will be regularly reviewed to ensure that support is matched to need.

5.2 Plan

This stage identifies the barriers to learning, extended outcomes and details what additional support will be provided to help overcome these barriers. The class teacher in discussion with parents and pupils will agree targets, interventions and support.

The decision to provide a pupil with an Individual Education Plan (IEP) must be shared with a parent. It is expected that the parents will be invited into school to be notified. At this meeting targets should be agreed and the interventions and support that will be put in place shared with pupil and the parents. A date for the next review meeting also needs to be agreed. Class teachers have responsibility to share the information with all teachers and support staff who work with that pupil.

5.3 Do

Support is provided at this stage. This may be extra assistance for learning or learning aids, as set out in the Individual Education Plan (IEP). Support may be provided in class or in another area of the school, on a 1:1 basis or within a small group of learners with similar needs.

The class teacher should remain responsible for working with the pupil in a daily basis. When interventions involve small group or 1:1 teaching away from the main classroom, the class teacher still retains responsibility for the pupil, working closely with support staff involved to plan and assess the impact of the interventions.

The support provided, and its impact in class, will be monitored closely and discussed regularly with the pupil and their parents or carers.

The SENDCo will support the class teacher in further assessments of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

5.4 Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed cycle (October, February, June). Parental and pupils' views will be used as part of the analysis of the pupil's needs and any revision of outcomes and changes in support need to be consulted with the parents.

5.5 Specialist support from outside agencies

When a pupil continues to make little or no progress and continues to work at levels substantially below those expected of children in of a similar age despite support that matches their area of need, the school will consider involving specialists, including those from outside agencies.

The agencies used by the school include:

- Autism Advisory Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)
- Educational Welfare Officers
- Social Care
- Speech and Language Therapy Team
- Occupational Therapy
- School Nurse
- Behaviour Support Team

- Assessment and Monitoring Team

When involvement of a specialist is considered parental consent and involvement should always be sought. Discussion and results of any assessment will also be recorded and shared with parents and teaching support staff who are supporting the pupil. The advice of the specialist will also be included in the child's IEP/EHC Plan if he/she has one.

5.6 Education Health Care Plans

The majority of pupils with SEND will have their needs met at the school and will not need an Education, Health Care Plan. However, when despite the interventions and advice from specialist support the pupil is not making little or no progress, an EHC Plan may be considered. EHC plans will be based on a coordinated assessment and planning process which puts the pupil and their parents at the centre of the decision making. The plan will contain how services will work together to meet the pupils needs and support them in achieving the outcomes allocated.

5.7 Social, emotional and mental health needs

The school recognises that 'Social, emotional and mental health' is now one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

In addition the staff are committed to promoting wellbeing throughout the school. They recognise the role that the school plays in promoting the resilience of all our pupils. We work to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Difficult events that may have an effect on pupils

- Loss of separation –death, parental separation, divorce, hospitalisation, loss of friendships, family conflict which results in child having to live elsewhere, being taken into care or adopted.
- Life changes – birth of a sibling, moving house, changing schools.
- Traumatic events – abuse, domestic violence, bullying, accidents, injuries or natural disaster.

Class teachers are well placed to spot changes in behaviour that might indicate a problem.

Lakeview School aims to support children experiencing any of these events and intervene well before mental health problems develop.

The SENDCO and learning mentor take a very joint approach to the welfare of children and their families, and are therefore able to identify in a timely manner pupils who may benefit from Early Help. In particular, identifying the potential need pupils with disabilities or SEND may have in accessing the service (Keeping children safe in education 2018).

When does mental health become a special educational need?

Children with mental health problems may need to be put on the SEND register if it is significantly affecting their ability to learn and special provision has to be made for them. Special provision may need to be made for:

- Problems of mood (anxiety or depression)
- Problems of conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained

6. Monitoring arrangements

This policy and the SEN Information Report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Complaints

If parents have a complaint this should be directed in the first instance to the class teacher or SENDCo. If there continues to be cause for complaint parents should address their concerns to the Head teacher or the Governing Body.

At any point parents can contact the SEND Advice Service (SENDIASS) for support and advice about their child: <https://www.bedford.gov.uk/schools-education-and-childcare/parental-support/send-advice/>.

The SEND Advice Service offers free confidential support for parents and carers of children with special educational needs.

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