

Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy

Special Educational Needs and Disability Policy

'Learning Together'

We Aspire Achieve Respect;
We Aim High, Work Hard, Care Deeply



Member of Staff Responsible	Mrs L. Tomlinson, Mrs J Mohammed
Position	Headteacher, SENDCo
Dated	September 2020
Date of next review	September 2021

Special Educational Needs and Disability Policy

At Lynch Hill, we believe that every child should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through quality first teaching. All pupils are expected to make progress and we offer a wide range of approaches to learning to support this. However, if a pupil is not progressing then teachers will follow the school's graduated response. This is in order to allow us to provide focussed interventions as part of a graduated response, in line with the SEN Code of Practice. Using an 'Assess, Plan, Do, Review' approach the provision offered to pupils is regularly reviewed to ensure it remains appropriate and external professionals are involved where additional support is required.

This policy is written in accordance with SEN Code of Practice 2014 and the Children and Families Act 2014. More details about the SEN Code of Practice can be found on the Department of Education's website:

<https://www.gov.uk/schools-colleges/young-peoples-support>

Aims:

1. All children will be able to access and enjoy a rich, creative, broad and relevant education regardless of age, gender, race or creed.
2. We aim to encourage independence, responsibility, self-esteem and respect by allowing children to realise the contributions that they make to their learning, the school and the local community.
3. We aim to ensure that every child accesses the National Curriculum and are committed to delivering effective provision according to each child's individual needs.
4. We aim to meet Special Educational Needs and Disability (SEND) through an inclusive whole school approach.
5. We aim to embed an understanding in all staff members that Special Educational Needs and Disabilities may arise at any time during a pupil's school career.
6. We aim to ensure that all children receive provision through 'quality first teaching' and a graduated response to identify needs.
7. We aim to work efficiently and effectively with families and outside agencies to provide the necessary support, information and specialist help.
8. The Governors aim to ensure that all children have access to all elements of the curriculum and are committed to the effective implementation of the policy.

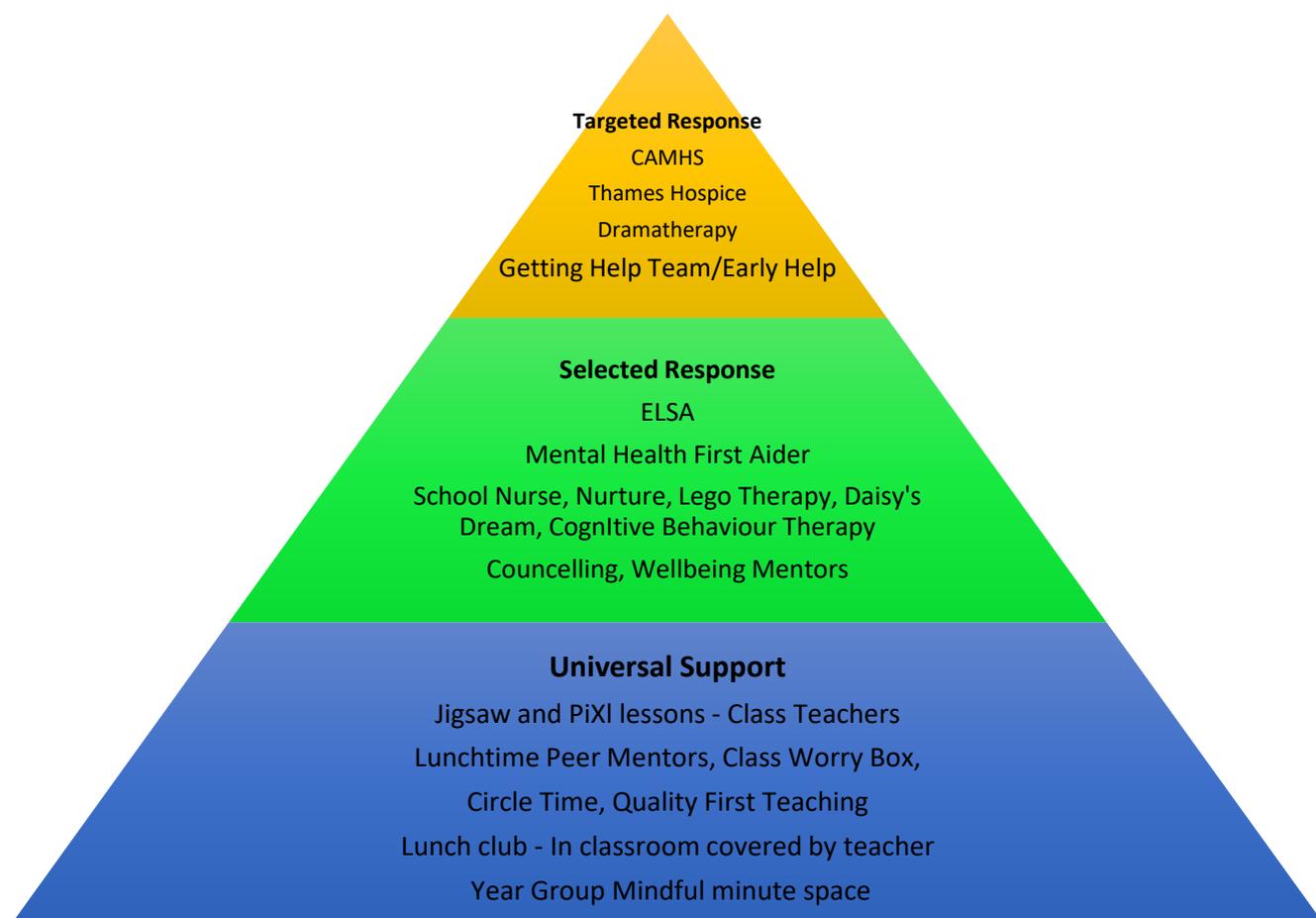
Objectives:

1. Teachers will receive training at the beginning of the new school year detailing the revisions to the SEN Code of Practice which outlines the need for student voice and preparing children on a daily basis for making informed decisions regarding their education and the provision they receive.

2. The SEND team will provide support to teachers in identifying children with SEN needs and planning the correct provision for the child. All provision will be recorded on the Individual Provision Map, taking account of professional reports. They will support staff in ensuring regular and timely reviews take place to review the impact of the provision offered.
3. Through whole school SEND training during different times of the year, the Inclusion Team will raise awareness amongst the staff regarding SEND and the school's approach and priorities. SEND will be a whole school responsibility. Staff will be aware of how to identify a child whose progress or attainment is a concern and will follow the response to the graduated response and liaise with the SEND team and parents regularly.
4. The Inclusion Team will hold termly reviews to discuss any concerns regarding progression or attainment. Regular training on CPOMS will support teachers to document and raise their concerns to the SEND team. These will be logged by the SEN admin team and begin the process of the child being added to the SEN register.
5. The SEN register will be regularly reviewed by year group teams in conjunction with the Inclusion Team. All children listed on the SEN register will receive an Individual Provision Map (IPM) which will detail provision received. There will be a provision offered for the child's identified area of need. All IPMs will be shared with parents through quality conversation and reviewed termly. When a child is added or removed from the register, a discussion will be had with parents or carers.
6. Upon request a member of the Inclusion team will offer parents of SEND pupils meetings in addition to the usual parent meetings.
7. After initial SEND training, all teaching staff and support assistants will be aware of what is expected by 'quality first teaching' and will understand that they are accountable for this in annual performance management.
8. The Inclusion Team will meet a minimum of once a week to discuss concerns and issues raised by staff. Where necessary, the Inclusion Team will then arrange to meet with parents and outside agencies to discuss the child's needs and appropriate provision. The progress of each case will be recorded.
9. The nominated Inclusion representative of the governing body meets periodically with the Inclusion Team to ensure that this policy is being implemented and parents are being actively involved in a continual partnership with the school.

Wellbeing and Resiliency Response to COVID

Schools are a vital part of children's support system and are increasingly recognised as key sites to help promote mental wellbeing. At Lynch Hill, we are committed to supporting children with their mental health and wellbeing. To prepare for the return of children after the lockdown closure, we have developed a Wellbeing and Resiliency offer and graduated response.



Levels of Response

Universal Response: This is the first response level which is available for all children and will take place in the classroom. Every child will require time to adjust back into school life. Those who do not settle and show the following signs:

*Nice Guidelines (2011) defines:

A mild mental health problem is when a person has a small number of symptoms that have a limited effect on their daily life.

A moderate mental health problem is when a person has more symptoms that can make their daily life much more difficult than usual.

This includes problems with:

- Stress
- Anxiety
- Low mood/depression
- Hyperactivity
- Low self esteem
- Friendship issues
- Issues stemming from social media
- Common behavioural problems

In addition to these behaviours, other signs may also be:

- Unengaged and seems disinterested in school life and socialising and isolating themselves.
- Obsessive behaviours
- Feeling unwell – headaches or stomach aches.

Pupils who display such symptoms, will need to receive support from the **Selected Response** level. This will be in the form of an intervention or therapy which will be reviewed.

Sometimes this intervention may not successfully meet the needs of the child and the SENDCo may make a referral to an external service from the **Targeted Response** to provide a more specialised service.

Strategies:

The atmosphere in the school will promote a happy, sensitive, secure and stimulating learning environment ensuring the most effective learning. We as a school understand that children learn best when they feel happy, secure and can access the support they need.

The school will ensure there is quality teaching throughout the school. We believe in the principle that good practice for SEND pupils is good practice for all pupils. Adopting this ideal across the school ensures that children are not made to feel singled out for receiving additional provision. Instead, there is a focus on Quality First Teaching.

1. Approach to SEND: Lynch Hill is a mainstream school and will make SEND provision for children who need support which is additional to or different from other children of the same age to enable them to learn.
 - Children with SEND will receive support that is tailored to their individual need, although the following support is common practice within Lynch Hill Primary School:
 - Children with Speech and Language Therapy programmes may receive direct 1:1 or small group support from a suitably trained staff member;
 - Children may receive small group support in-class from a teaching assistant;
 - Children with difficulties in specific areas (for example: reading) may receive small group support outside class from a teaching assistant;
 - Children with Physiotherapy or Occupational Therapy programmes may receive 1:1 or small group support from a suitably trained staff member;
 - Children with advice from the Educational Psychologist may receive differentiated learning tasks from the class teacher;
 - Children with social, emotional or mental health difficulties may receive direct work 1:1 or in a small group from a teaching assistant or outreach worker, or 1:1 with a drama therapist.
 - Children with visual or hearing impairment may receive differentiated learning tasks from the class teacher or direct work from a specialist teacher.
2. Individual learning styles: The school will promote a happy atmosphere where developing independence is vital to accessing the curriculum and experiencing success in the classroom. The Inclusion Team and class teachers are all committed to finding out how individual children learn best and applying this creatively. This ensures the delivery of an appropriate, engaging and relevant curriculum which meets the needs of the child.
3. Quality first teaching: The school will endeavour to ensure SEND pupils are making progress at a similar rate to their peers. They will receive quality first teaching, appropriately differentiated to their needs and additional provisions as required, taking into account professional recommendations.

There is no stigma or assumption associated with receiving additional support, instead the focus is on all children making progress in order to fulfil their potential.

4. Early identification and sharing best practice: Teachers will meet at least weekly to discuss their year group and share good practice. This is an opportunity to share the successes the children have had and which strategies are working well. If a child is still struggling to make progress despite all the efforts of the class teacher, then an observation will be undertaken. This early identification allows for us to respond to individual's needs in a timely manner. We will actively seek the pupil's and parents' thoughts about their learning and try to establish how they feel we can best support them.
5. SEND monitoring: The SEND monitoring process ensures that the Inclusion Team maintains a list of children who are currently receiving SEND support. This list is checked and adjusted regularly so that children are correctly identified. Teaching staff contribute to this list and other professional and parental views are always taken into account. The school recognises the importance of early identification of need. The SEN alert system is a formal way of logging concerns and tracking the pupil's support so far and these are reviewed weekly. Data and the SEN register are reviewed termly in conjunction with teachers.
6. SEND register: The Inclusion Team will review the SEND register in conjunction with staff teams termly. Children can be added or removed any point throughout the year, following a discussion with parents or carers. All children on the SEN register will receive provision which will be recorded on the whole school provision map and shared with parents via their Individual Provision Map (IPM). In addition to the SEN register, the Inclusion Team monitors the progress of children who may need support in the future.
7. Provisions: Support will be offered to children to respond to their needs. Provisions offered to children are varied and can include: in class, small group, 1:1, after school clubs or with external professionals. The provision offered is based on the observed needs. This can be from the school based observations or from those detailed in professional reports. Support is graduated so that it is appropriate and ensures that previous interventions/provisions have been delivered effectively and reviewed before additional provision or involvement is sought. ie. It is not appropriate to involve an Educational Psychologist or refer to CAMHS when concerns are first raised. This is because:
 - a. these processes take time and in the meantime the child is without support
 - b. earlier school based intervention may be effective and therefore Educational Psychologist or CAMHS involvement may not be required
 - c. these agencies expect the school to have responded to the needs and evidenced what has already been put in place to support the child and that it has not been effective and therefore further involvement is required
 - d. agencies become overwhelmed with referrals, slowing response times

Additional provision is part of a continual assessment and review process which includes the views of parents and the child at each stage.

8. Working together: The SEND team will maintain excellent relationships with outside agencies. Where necessary and possible, the school is always willing to seek advice from other professionals and is committed to gathering evidence regarding a child's needs and making timely referrals.
9. Educational Health Care Plan (EHCP) applications: The school will follow the guidelines issued by the local authority when taking decisions about whether to apply for an Educational Health Care Plan. An Educational Health Care Plan application can only be made by the school when it can be evidenced that all other options have been exhausted. Parents will be involved in this process throughout.

The code of practice states:

9.14 In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16

institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

Further information can be found in the local offer:

<https://www.sloughfamilyservices.org.uk>

10. Applications for children with EHCPs must go through the Local Authority, rather than normal admissions, to allow for a consultation process to take place. The school will consider each pupil with an EHCP on an individual basis, reviewing the plan to determine whether we would be able to meet the child's needs.
11. The involvement of the governing body in the SEND process and policy is to ensure the consistent and effective delivery of our aims and objectives. This is a continual monitoring and consultation process, designed to hold the Inclusion team to account and ensure that children receive the best possible support and care while at Lynch Hill.
12. This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definitions of Special Educational Needs and Disability

DfE (2017) definition of special educational needs

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

This is the definition used in the most recent SEN code of practice, which was published in 2014.

It says:

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 or a young person 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 others of the same age in mainstream schools or mainstream post-16 institutions

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, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legal definition of Disability

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The DfE and the SEND Code of Practice identify four main areas of SEND which are:

- Social, emotional and mental health needs (SEMH)
- Communication and interaction needs (SCLN)
- Physical and sensory needs
- Learning and cognition

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child as per the admissions policy. A parent, of a child with an EHCP, that wishes to send a pupil to Lynch Hill School Primary Academy, must alert the Local Authority before an application can be considered. On receiving the statement, the Inclusion Team must consider whether the school is able to meet the needs of the pupil. Pupils with a statement have a priority of admission, as per the Admissions Policy.

Roles and Responsibilities:

Responsible to the Governing Body for Disability and Special Educational Needs:
Javairia Mohammed, SENDCo

Governor with responsibility in Disability and Special Educational Needs: Mr Kaye-Taylor

Core Inclusion team:

- Javairia Mohammed – SENDCo
- Cathy Dyde – Early Years SEN Lead
- Lisa Bunce – Family Support Advisor/ Attendance Coordinator
- Debbie Clack – Inclusion Team Support Assistant.

The Governing Body:

School Governing Bodies have statutory responsibilities to ensure that the special educational needs of all children in their school are met. Under Section 157 of the 1993 Education Act, LEA and Governing Body must, by law, have regard to the provisions of the "Code of Practice on the Identification and Assessment of Special Educational Needs" all are elements from paragraph 2.6 of the Code of Practice.

The Governing Body must:

- Do their best to secure that the necessary provision is made for any pupil who has SEND.

- Secure that, where the “responsible person” - the head teacher or the appropriate governor - has been informed by the local authority that a pupil has special needs, those needs are made known to all who are likely to teach him or her.
- Consult the authorities, as appropriate, the Funding Authority, and the governing bodies of other schools when it seems to them necessary or desirable in the interests of coordinated SEND provision in the area as a whole.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have disabilities or special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources (Code of Practice 1994, section 2.6).

The Inclusion Team: To be responsible for:

- the Special Educational Needs Register
- Providing and supporting teachers once a child is identified as having SEN
- Assisting the identification of children with special educational needs both informally and formally by means of assessment.
- Giving advice to other members of staff on appropriate assessment materials and writing the Individual Education Plan.
- Helping teachers to monitor the progress of children identified on the Special Needs Register.
- Liaising with outside agencies, the Head teacher and the parents as appropriate for each child.
- Ensuring regular reviews for all pupils with SEN , including annual reviews for those children with a statement and those children with a PSP.
- Monitoring and providing advice in order that the Individual Provision Maps are updated at regular intervals.
- Consulting colleagues annually to evaluate the resourcing of SEN provision.

Class Teachers:

Every teacher is responsible for all children in their class. As soon as the class teacher has a concern about a child’s progress, the child’s parents should be informed. The Inclusion Team should be made aware through the appropriate channels.

All staff have the responsibility to:

- Identify a child’s special educational needs.
- Provide a differentiated curriculum with relevant tasks for all children in their care.
- Ensure an inclusive classroom environment.
- Consult and work with the Inclusion Team and other agencies who may become involved.
- Make parents aware of their concern and seek to have their support and involvement in any programme given to the child.
- Monitor and update the Individual Education Plan at regular intervals.
- Manage the work of other adults in the classroom to provide support and effective teaching strategies of all children; including organising and ensuring that support groups run to timetable.

SEN Teaching Assistants with specific responsibilities to:

- Liaise regularly with the class teacher and Inclusion Team and relevant professionals within school.
- work on appropriate programmes as arranged with class teacher and relevant professionals
- assist children individually or in a small group situation
- Work closely with the class teacher in supporting children with SEN.

Parental Involvement:

An active partnership between the school, parents and external agencies is the most effective way to ensure a full understanding of each pupil’s needs. All relevant agencies, including parents, should be involved in the process of identifying individual needs, planning support and evaluation of that support. Parents are encouraged to become involved as soon as a concern about a child’s learning need is identified.

If a parent initially raises a concern about their child's learning needs, then that concern should be recorded and information shared with colleagues such as the Team Leader, Senior Leadership team, Inclusion Team. Parent and teacher should work together in order that they may help the child receive the best possible education.

External Agencies:

The role of external agencies is broad and varied. They have a crucial part to play in the full integration of pupils into mainstream education. Such services may include:

- Educational Psychologist
- Physiotherapist
- Doctor and Nurse
- Specialist teacher of children with hearing, visual, speech and language impairments. (as provided by Sensory Consortium)
- Attendance officer
- Occupational Therapist
- Social Care
- Specialist teachers from the Teaching and Support Service
- Services Supporting Behaviour (SEBDOS)
- Child Mental Health / Paediatricians, etc.

Information about a child may be passed on to other agencies involved with the child. It is important to ensure that all professionals working with a child regularly meet to share information and review the work they are doing.

Arrangements for training and development of all staff including Teaching Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Special needs are included within all school training. In addition, staff attend training organised by the LEA and other agencies.

Complaints Procedure:

Guidelines have been laid down with respect to complaints procedures within the school and the school will always try to adhere to these. Lynch Hill School Primary Academy will make its best endeavours to meet the requirements of pupils with special educational needs. Should parents of children with Special Educational Needs and Disability have a complaint about the school's provision it is envisaged that, in most cases, it should be possible to resolve the matter through informal discussion with the class teacher or the Inclusion Team. Parents are welcome to speak to the Inclusion Team, by telephone or to make an appointment at a mutually convenient time.

If parents are dissatisfied with the outcome, the complaint should be addressed to the Headteacher. If parents still feel the matter has not been resolved to their satisfaction, the Governing Body may be contacted. A copy of the curriculum complaints procedure is available from the school.

Reporting to Governors:

- the governor responsible monitors progress through regular visits and discussion with the Inclusion Team
- The Head Teacher will report each term to the Inclusion Committee of the Governing Body.
- A full annual report will be made to the whole of the Governing Body.

Criteria for evaluating the success of the school's Special Educational Needs Policy:

The Disability and Special Educational Needs policy will be judged as successful if:

- Pupils identified as having SEN have progressed in line with or to a greater degree than their peers as a result of the above procedures. Shown through Target Setting and ISP.
- Teachers are aware of pupils with SEN and follow the school's identification and assessment procedures and have appropriate training
- Parents are involved in partnership with the school, if appropriate, assisting with a programme of support for their child.
- The Head teacher and the Inclusion Team are reporting to the Governors on a regular basis.
- Disability and Special Educational Needs are included in the long term planning of the school (School Development Plan).
- Resources are utilised effectively, appropriately and matched to children with SEN .
- Pupils with SEN are tracked through provision mapping, target setting, observations, learning walks, book moderation, reading assessment and Individual Provision Maps.

This policy will be reviewed annually.

Inclusion Team:

Javairia Mohammed

Cathy Dyde

Debbie Clack

Mr Kaye-Taylor

Last reviewed: September 2020

February 2020