



**Longvernal**  
**Primary School**  
Outdoor Learning Leaders

# SEND Policy

2015

# LONGVERNAL PRIMARY SCHOOL

## POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### RATIONALE

1. Longvernal Primary School is committed to providing a full curriculum to as wide a range of pupils as possible. We believe that children learn best in a warm, caring environment where every effort is made to foster strong relationships between children, adults, and the community. We believe in the importance of positive self-esteem for all children. Our school aims to build a supportive, caring community within which all members recognise the dignity, rights, cultures, and attitudes of others and work together in an atmosphere of mutual self-respect. We seek to establish a culture which encourages each one of us to realise our full potential, to make use of our special talents and to strive for the fulfilment that comes from achieving individual excellence.

2. If we are to be truly inclusive in our approach then we must ensure that our buildings, furniture, educational equipment and books, together with our approach to teaching and learning, give the widest possible access to the greatest number of pupils.

3. We have a Disability Access Plan in place to ensure a systematic approach to meeting our philosophical and statutory commitment to widening educational access within our school.

### COMPLIANCE

4. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (DfE and DoH, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (DfE and DoH, 2014)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2014

### AIMS

5. Our aim is to raise the aspiration of, and expectations for all pupils with SEND, with a specific focus on positive outcomes, both in terms of pupils' academic progress and their emotional wellbeing. We seek to provide an effective in-school support framework by:

- identifying individual children with particular needs
- supporting these as and when possible
- including pupils and their parents in planning and implementing their support

6. We aim to offer a range of support appropriate to helping low achievers and less able children, extending very able children, building confidence in all pupils, including addressing specific weaknesses and behavioural issues.

## **HOW DO WE DO THIS?**

7. We include every child into a mainstream class regardless of nature or degree of special need, so that s/he has the opportunity to participate, wherever possible, in all school activities.

8. We offer targeted support to identified pupils from a diverse range of experienced adults including class teachers, Learning Support Assistants (LSAs), and specialist teachers, through:

- differentiation in class work
- short term withdrawal of individuals for interventions
- short term withdrawal of small groups for interventions
- in class support

We use external advice and help when appropriate sourced through the Teaching School.

## **WHO DOES WHAT?**

9. As of September 2014 and the implementation of the New SEND Code of Practice, class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. At Longvernal, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

10. At Longvernal the Headteacher Kerrie Courtier and Heather O'Brien SENCO are responsible for the provision for SEND across the school. Individual teachers map out interventions and use LSAs and specialist teachers to deliver interventions.

### **The Headteacher and SENCO:**

- supports pupils
- liaises with teachers
- maintains the school's SEND register and oversees the records on all pupils with SEND
- liaises with parents of children with SEND
- liaises with external agencies e.g. Educational Psychologist.
- administers correspondence and paperwork relating to SEND

### **Class teachers:**

- keep up to date with procedures and policies
- receive formal and informal in-service training
- write and review Learning Support Plans for pupils
- support and work together with LSAs in their classes
- endeavour to ensure parents are aware of, and involved in, their child's

### **Governors:**

11. Monitor and review SEND provision across the school. As of September 2014, the Governors will be kept up to date on SEND through Headteacher Reports. Our 'SEND offer' for Longvernal is published on our website.

## **RESOURCES**

12. Management of funds in relation to Special Education Needs is the responsibility of the Headteacher and Finance Manager. Funding for pupils with Statements is used to provide specified support to those pupils and is monitored by the SENCO. Human resources are allocated according to individual need by the Headteacher and SMT, in relation to whole school needs. SEND records are kept in a confidential central place which is accessible to all relevant staff members, as requested.

## **PARTNERSHIP BEYOND SCHOOL**

13. Parents are invited and encouraged to contribute to their child's Learning Support Plan (previously IEP) and subsequent reviews. All parents are asked to agree and sign Learning Support Plans. In addition to normal access to their child's teacher, parents can also discuss issues relating to SEND with the Headteacher, SMT and SENCO.

14. External support is provided by a range of professional services, including Educational Psychologists, Education Welfare Officer, Emotional and Behavioural Difficulties Support, Speech and Language Therapists, School Medical Officer and Occupational Therapist.

15. Longvernal Primary School participates in the local SENCO Cluster Group for In-service training if appropriate, and liaises with other schools when necessary, e.g. when children transfer.

## **Co-Production**

16. The SEND policy is always revised in consultation with all staff and governors. When possible, Longvernal Primary School also consults with the following groups of people when changing the SEND policy and discussing SEND issues:

- Parents of children with SEND
- Parent Governors
- Pupil Year group school council representatives

## **IDENTIFYING NEEDS AND PROVIDING SUPPORT**

17. At Longvernal Primary School, we will know when children need extra help if:

- Concerns are raised by teachers, parents/carers, or the child's previous school or preschool
- There is a concern about the rate of progress a child is making
- There is a change in a child's behaviour
- A child asks for help, beyond usual needs

18. Longvernal's staged approach reflects a continuum of needs and provision. If a need has been identified for a child, then the school will consider setting in motion a SEND Learning Support Plan of graduated steps. The time spent at each stage will reflect an individual child's needs. There are four broad areas of need as set out in the 2014 SEND Code of Practice:

- Cognition and Learning Needs:
- Social, Mental and Emotional Health
- Communication and Interaction
- Sensory and/or Physical Needs

### **SUPPORT STEP 1 (previously, 'School Action'):**

19. Measurable and achievable targets will be set, using a Learning Support Plan which will be written by the class teacher, in consultation with parents. These interventions may be carried out by a Learning Support Assistant (LSA), by Special Needs Teachers or in class by the class teacher. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

If these targets are achieved then either:

- Subsequent learning targets are identified
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.

If targets are not achieved, the child may be moved to the next step, following discussion with the SEND Lead for the appropriate Key Stage and parents.

### **SUPPORT STEP 2 (previously, 'School Action Plus'):**

20. The next step of our school support plan is often characterised by a referral to an outside agency.

- Teacher consults the Headteacher and SENCO.
- Individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established.
- Educational Psychologist, and/or other external specialist services, become involved.
- Teacher and/or Headteacher/SMT/SENCO draw up a Learning Support Plan which reflects additional support/intervention.
- Headteacher/SENCO/SMT/Teacher discuss the Learning Support Plan with parents, who are asked to agree and sign it on a termly basis.
- Records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning.
- Teacher/SENCO keeps tracking up to date.

### **SUPPORT STEP 3 (previously, 'Statement'):**

21. If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put in place. From September 2014, this will be an Education Health Care Plan (EHC plan), which replaces the previously provided 'Statement'. If a child already has a Statement, then in consultation with parents and their child, this will be transferred into an EHC plan at some point over the next three years: this will probably be during a period of transition from one Key Stage to the next e.g. from KS2 to KS3 (primary to secondary school). If the assessment does not result in a statement or EHC plan, parents have the right to appeal to the Local Authority.

### **MAINTAINING THE SYSTEM**

22. Headteacher/SMT/SENCO:

- provide a forum for discussion of both progress and problems
- help to maintain consistency throughout the school.
- provide in-house training

23. Three times a year, at a given date, staff review Learning Support Plans and write new targets/outcomes. This is done in collaboration with parents. Other SEND matters are brought to staff meetings regularly, or as necessary.

## **MONITORING**

24. Monitoring is carried out:

- by Headteacher, Deputy Headteacher and SENCO
- through opportunities at staff meetings for teachers to discuss, update and share support relating to pupils with needs.
- through pupil progress meetings, with class teacher and appropriate member of SMT and parents
- through half-termly class teacher evaluations of their class plans and curriculum which are given to Headteacher
- through reviews of pupils receiving additional funding and with appropriate members of outside agencies.
- by a named Governor with responsibility for special needs provision.

25. The whole school SEND provision is mapped by class and adult support. Interventions ensure that all needs are met fairly and accounted for.

26. Complaints about special educational provision can be made informally and formally to the appropriate person. All serious complaints are referred to the Headteacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body. **See Complaints Procedure for LONGVERNAL PRIMARY SCHOOL for further details.**

### **Parents and Guardians please note:**

27. Our SEND Local Offer is published on our website.

28. We would like you to understand that because a child receives some SEND support at some point, this does not turn him or her into a "SEND pupil" for ever more. Nationally, about 20% (i.e. 1 in 5) pupils will need some extra support at some time, but this need may be for a short or medium period of time only.