



Langham Primary School

SEND (Special Educational Needs and Disability) Policy

Adopted	3rd January 2016	Author/ Owner	<i>Pupil Related Committee</i>
Last Reviewed	29th March 2022	Review Cycle	<i>Three Years</i>

At Langham Primary School, we aim to ensure that all parents and children feel that they are welcome. We want all parents and children to know that all of our staff are dedicated to working along with them to ensure that the children with Special Educational Needs or Disabilities unlock their potential and enable them to discover their talents. We endeavour to include both the parents and children in every stage of their education, specifically in assessment, agreeing learning outcomes and producing a targeted plan.

We are dedicated to raising the aspirations of and expectations for all pupils with SEN, we provide a focus on outcomes for children. We believe that early identification, assessment and provision for any child who may have special educational needs are very important. If action is taken at an early stage, a child is likely to be more responsive. If a difficulty proves to be transient, the child will subsequently be able to learn and progress normally. If it does not, then an early start can be made in considering any additional advice and support.

This policy is about how we ensure that every child has the opportunity to learn at Langham Primary School. It explains how we go about identifying and supporting children with SEND. The policy has been developed in consultation with the parents of children with SEND and has been shared with the whole school community. It reflects the SEND Code of Practice, 0-25.

LANGHAM PRIMARY SCHOOL SEND OBJECTIVE

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.

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IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The purpose of identification allows us, as a school, to work out what action we need to take, not to label a child.

The SEND Code of Practice, 2014 identifies 4 broad categories of need:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating a child's behaviour should be described as an underlying response to a need which we will be able recognise and identify.

The following are areas of need that are **NOT SEN** but may 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
- Being a child of Serviceman/woman

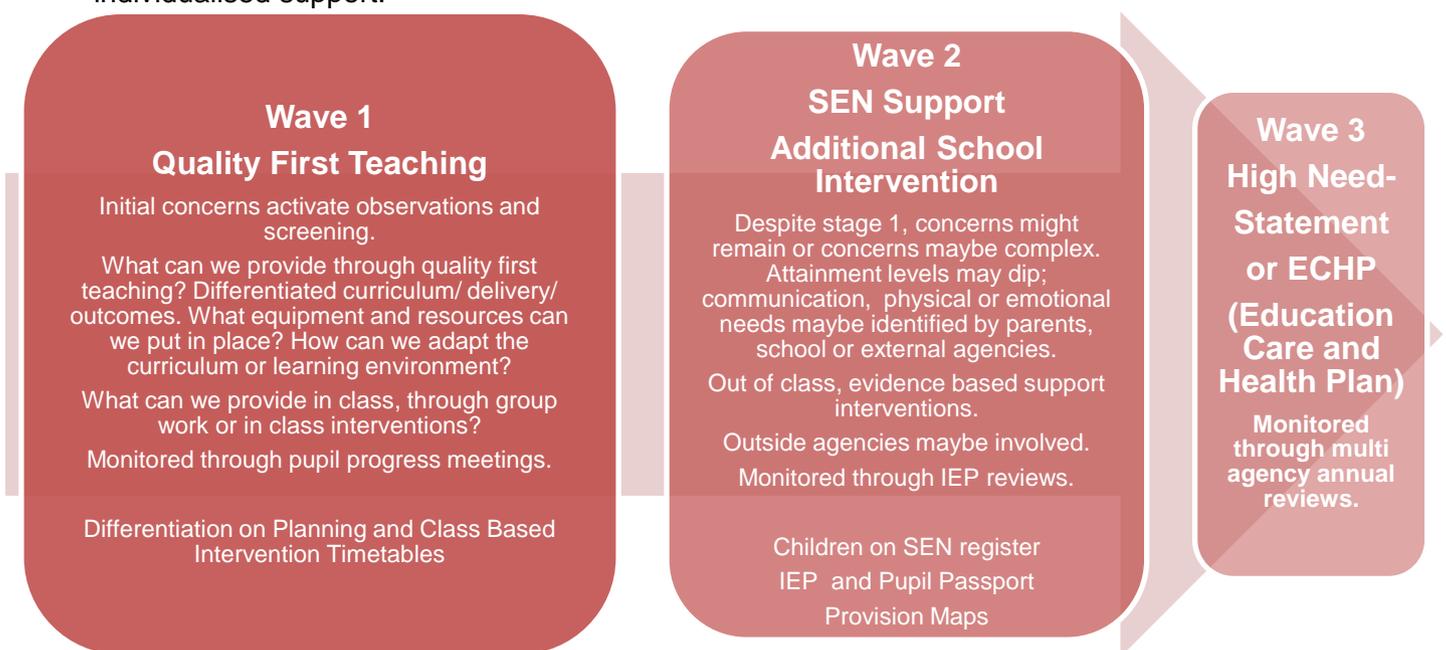
MANAGING PUPILS NEEDS ON THE SEN REGISTER

A Graduated Approach to SEN Support

If we deem a pupil to have Special Educational Needs we will record them on our SEN register and notify the parents.

First and foremost pupils at Langham Primary School should receive **Quality First Teaching**, a pupil will only be identified as SEN if they do not make adequate progress once they have had all the class based differentiation and adjustments possible via good quality personalised teaching. Additional intervention and support cannot compensate for a lack of good quality teaching. Class 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.

Effective support for children’s learning is structured around a graduated response of increasingly individualised support:



At each stage the class teacher and SENCO will refer to **The Essex SEND Guidance Toolkit**¹ for a structured response based on sound psychological research, tried and tested interventions and outside agencies. Throughout this process the teacher and SENCO consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment; summative assessment including the effective use of standardised reading and spelling tests; and a professional dialogue with the Head Teacher during pupil progress meetings.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, we will consider involving specialists.

¹ <http://schools.essex.gov.uk/pupils/sen/Provision%20Guidance/Pages/Provision-Guidance-Toolkit.aspx>

Langham Primary school will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age. The pupil's parents will always be involved in any decision to involve specialists.

Throughout each 'Wave', we will follow a cycle of review:

ASSESS- PLAN- DO- REVIEW

Assess

This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. Assessment will be reviewed on a termly basis. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

When it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENCO should agree in consultation **with the parent and the pupil** the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Outcomes must be clear, SMART and time specific. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded in the class teacher's planning and/or class intervention timetable/provision map.

Do

The class or subject teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. Differentiation in planning will be personalised where appropriate. Our teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at the end of each term or when it is deemed appropriate for the intervention. IEPs will be reviewed and new targets planned for as appropriate.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process.

The SENCO and head teacher will monitor the effectiveness of Wave 2 interventions and the engagement of additional support or specialist services, we will cross reference the cost with impact of the intervention, over time. We will also consider national information on the effectiveness of additional support and information from our cluster schools network.

Allocation of resources

Funding is available for SEN provision from three sources:

- earmarked funding for those children with Statements of Educational Need or ECHP
- the Notional SEN fund for children with SEN and AEN from the LA
- additional funds allocated from the school's own budget
- if the school requires further funding we will apply for top up funding from the high needs block.

SEN funding is allocated on the basis of need, and is divided into three areas:

- resources allocated to individual children with specific needs, e.g. speech therapy, medical support, emotional and behavioural difficulties, complex learning difficulties
- resources allocated for individuals or small groups of children who require additional learning support to facilitate access to the curriculum (e.g. LSA time working with individuals on intervention programmes).
- resources allocated to larger groups of children, who may require varying levels of support (e.g. LSAs attached to each class to provide support as and when required).

The allocation of funding is reviewed annually by the Governing Body, in the light of the current needs of the children within the school.

Criteria for exiting the SEN Register

A pupil will exit the SEN Register if, via the ASSESS- PLAN- DO- REVIEW process the child has deemed to make good progress and attainment in line with their peers. Any intervention or support put into place will have been deemed successful. All parties including the school, parents, pupil and outside agencies, if involved, must be in consensus with the decision. After exiting the register, pupils will be continued to be assessed and reviewed through standard class assessment procedures and pupil progress meetings. Pupils will continue to be supported through quality first teaching and a differentiated curriculum.

SUPPORTING PUPILS AND FAMILIES

If parents wish to seek information on how their local authority can support their children please click on the following link(Regulation 53, Part 4). The **Local Offer** can be found at:

<http://www.essexlocaloffer.org.uk/>

For information on what SEND support Langham Primary School offers, please see the **SEN Information Report** (Regulation 51, Part 3, section 69(3)(a) of the Act):

<http://www.langham.essex.sch.uk/policies.html>

For information on our admissions arrangements, please follow this link:

<http://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Admissions.aspx>
<http://www.langham.essex.sch.uk/admissions.html>

Transition

Transition can be from class to class, across key stages and to another school – including Secondary School.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:

- Information will be passed on to the new class teacher in advance, and in all cases, a planning meeting will take place with the new teacher.
- In Year 6
 - Our SENCO will contact the SENCO of their secondary school to pass on necessary information.

If deemed necessary, your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Usually this includes transition visits from members of staff from the secondary school and induction visits to the new school.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Langham Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

For information on our school policy on managing the medical conditions of pupils (this a new requirement placed on schools from September 2014), please follow this link:

<http://www.langham.essex.sch.uk/policies.html>

MONITORING AND EVALUATION OF SEND

At Langham Primary School we carefully review the quality of teaching for all pupils on a termly basis. This includes identifying opportunities for continued professional development that will enable teaching and support staff to identify and support vulnerable pupils.

Our SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

We endeavour to ensure children on the SEND register are fairly represented on the school council, and that their views are canvassed and considered.

Parents are welcome to comment on the SEND process via the governing body, school parent forums; and the annual SEND questionnaire.

ACCESSIBILITY

Most of the school is accessible to children with physical disability via ramps. Class allocations can be adapted to ensure rooms are accessible for children with disabilities. We ensure that equipment used is accessible to all children regardless of their needs. Langham Primary school is dedicated to train staff to support children with a range of needs.

All staff are dedicated to taking steps to prevent any child with a special educational need or disability being treated less favourably

The school's **Access Plan** and **Equality Policy** have further information on this.

DEALING WITH COMPLAINTS

In line with School Complaints Procedure, parents should express any concern or complaint to the class teacher, and then if necessary, to the Head Teacher. We are very concerned to address parents' complaints promptly and in a sympathetic manner. However, in the unlikely event that the matter remains unresolved, a formal written complaint should be addressed to the Chair of the Governing Body.