

SEND Policy



**LOWER MEADOW
PRIMARY ACADEMY**

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Policy Agreed: May 2022

Policy Review: May 2023

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (last update May 2015)
- SEND Code of Practice 0 – 25 (updated June 2016)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Current Teachers Standards

It also sits alongside the Astrea Inclusion Policy.

Aims

At Lower Meadow Primary Academy, we believe that every child is unique and therefore has individual needs. Children learn at different rates and many pupils, at some time, will experience difficulties which may impact upon their progress in learning; these may be long term or short term. All members of staff, in conjunction with the Governing Body, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum.

Our Special Educational Needs Co-ordinator (SENDCO) is Nicole Brown who works with all our teaching staff and leads a team to provide appropriate and additional support for our pupils.

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The Four Broad Categories of Need

Communication and Interaction. This includes children who have Speech and Language difficulties and Social Communication difficulties. It also includes those identified as having an Autistic Spectrum Disorder (ASD).

Cognition and Learning. This includes Moderate and Severe Learning Difficulties when children learn at a slower pace than their peers in all areas of the curriculum. It also includes Specific Learning Difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

Social, Emotional and Mental Health Difficulties. These can manifest themselves in many different ways for example a child may have mental health and wellbeing issues, become withdrawn or they may struggle to emotionally regulate.

Sensory and/or Physical Needs. This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-sensory Impairment (MSI).

Other factors may impact on progress and attainment but may not be categorised under SEND.

- 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 SEND)
- Attendance and Punctuality
- Adverse Childhood Experiences (ACEs)
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits 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 may also have special educational needs 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 and the SEND Code of Practice (2015) is followed.

What happens if my child has difficulties with learning?

Members of staff consult with the SENDCO if they notice pupils who are not making expected progress as they may need something which is ‘additional to and different from’ that which is normally provided for all children. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil. At Lower Meadow we use a ‘Teacher-Led Request for SENDCO Involvement’ form and a SpLD checklist. The SENDCO will conduct observations in class to ascertain the type of support needed and next steps.

If a child requires this type of support the academy will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The

small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated.

The school will provide some suggestions as to how you can best support your child's learning at home. The important thing is give lots of praise and encouragement and to try and make the learning fun.

You will be kept informed of their progress through termly SEND review meetings.

All children on the SEN register will have an individual One Page Profile and a Support Plan with targets (outcomes) and support strategies in place. This will be reviewed 3 times a year and new targets set. This review cycle will follow the 'assess, plan, do and review' cycle.

Assess SEND pupils may be identified through the teachers' observations and assessment, standardised assessments, progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies.

Plan Where it is decided to provide a pupil with SEN Support, the parents must be notified. The SENDCO should agree in consultation with the class teacher, parent and the pupil the 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.

Do The class teacher should remain 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 should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of the support.

Review Individual plans are to be reviewed at the end intervention, with input from the pupil, parent/carers, teachers, TAs and outside agencies (if applicable). Provision maps will be updated in line with the changes made. Where pupils fail to make adequate progress, despite additional provision at SEN Support, the school will seek advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

My Plan (changed to Extended Support Plan, October 2022)/Education and Health Care Plan (EHCP)

If a pupil fails to make adequate progress, despite Quality First Teaching and targeted intervention, the school may decide to start an Extended Support Plan (ExSP). The ExSP is not a statutory document and there will be no involvement from the SEN Team.

The SENDCO is responsible for drafting the ExSP with input from the parent/carers, teaching staff and the child. The SENDCO may request support from the Educational

Psychologist or other professionals to support the plan. The SENDCO is responsible for monitoring the plan and ensuring support is in place to help the child meet the targets. There is an expectation from the LA that an ExSP is reviewed at least three times before the EHCP process begins. Parents, however, can ask the LA to conduct an EHC needs assessment at any time.

At the end of the review cycle, if appropriate, the SENDCO can start the EHCP process. This involves the SENDCO attending the 'Stage One Consultation' meeting within the Locality. This is attended by the Area SENDCO, SENDCO's from schools within the locality and the Locality Educational Psychologist. Prior to this meeting, the SENDCO must submit supporting documents to the Locality SENDCO and Educational Psychologist. At the meeting, the child's needs and their support and provision is discussed. The professionals then make a decision as to whether the application can proceed to the 'Stage Two Consultation' meeting. Any actions generated from the Stage One meeting should be addressed prior to this meeting and any further documentation can be submitted in support of the application. If the application is approved at the Stage Two meeting, the SENDCO can then submit the EHCP application to the LA SENSARS team.

Parent/Carers can still request an EHCP assessment without the ExSP being in place. In these cases, the SENDSARS Team will ask for an ExSP to be completed as a start of the assessment process.

'Education Health Care Plans' - 'EHC Plans'

If a pupil has significant needs and fails to make adequate progress and/or has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health, Care Plan.

The SENDCO is responsible for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as before.

Pupils with an EHCP have targets which have been established after consultation with the parents/carers and the individual pupil. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHCP's will be reviewed with the parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the plan. Advice will be sought from both educational and healthcare professionals and will include support for disabilities

and medical problems as well as educational needs. Pupils participate in their Annual Reviews by either:

- Attending their review meetings, if appropriate
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

How will my child's learning needs be assessed and their progress monitored?

The school has a rigorous program for the monitoring and assessment of children's learning. On-going assessments take place on a daily basis to ensure that the learning opportunities presented to children are appropriate to meet their needs and aid their learning and development. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning.

The school sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with special educational needs have a One Page Profile and Support Plan which sets out targets (outcomes) that are specific to your child's needs. Plans are shared with parents and their contribution to the setting of new targets is welcomed.

How will I be kept informed of my child's progress?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- Outcomes will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Lower Meadow Primary Academy accessible to children with SEND?

Lower Meadow Primary Academy follows national guidance about supporting children to access assessments. This is overseen by the Senior Leadership Team within school. There are a wide range of ways in which the academy makes adjustments for children and adults with additional needs or impairments e.g.

- Visual cues are clearly displayed in classroom and communal areas in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in all classrooms.
- The academy promotes an ASD friendly environment and a wide range of ASD friendly strategies are evident in classrooms.
- The academy will always endeavour to make reasonable adjustments to internal and external teaching and learning environments to best accommodate the additional needs to pupils.

Who are the other people providing services to children with SEND in this school?

Classroom adaptations and differentiation is often sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the expertise of other external agencies will be sought to provide specialist support. This may include:

Directly funded by the school:

- SENDCO
- SEND Teacher
- SEND Teaching Assistants
- Fusion Support
- Support from the Astrea Central SEND Team
- Support from the Astrea Therapeutic Team

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Autism Team
- Early Years Inclusion Team
- Sensory Service for HI Children

Provided and paid for by the Health Service but delivered in school:

- Health Visitor
- School Nurse
- Physiotherapy
- Speech and Language Therapy Service

How will we support your child when they are leaving this school? OR when they are moving to another class?

We recognise that transitions can be difficult for a child with SEND 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 school SENDCO and ensure he/she knows about any special arrangements or support that needs 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 most cases, a planning meeting will take place with the new teacher. All 1PP's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENDCO or class teacher will meet with the relevant receiving secondary teachers to discuss the specific needs of your child. Records will be transferred prior to your child starting.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Wherever possible your child will make additional visits to their new school to help familiarise them with the setting and the staff.

Criteria for exiting the SEN register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further support and may exit the SEND register. Further support can be requested again at any point.

What is the Local Offer?

This is the offer of services made by the local authority. The purpose of the Local Offer is to enable parents and young people to find out more easily the services that are available in their area and how to access them. The Local Offer will include provision from birth to 25, across education, health, social care and the voluntary sector.

These can be found at:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

SEND Information Report

It is the school's statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act which can be found on the Lower Meadow Primary Academy website. This is updated annually.

Admissions

Lower Meadow Primary Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHCP.
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

Roles and Responsibilities

The Role of the Local Governance Committee

The Local Governance Committee, in cooperation with the principal, monitors the policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The Local Governance Committee:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- has regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND;
- ensures that parents are notified of a decision by the school that SEND provision is being made for the child.

The Role of the Principal

- Ensure that those teaching or working with the pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.

- Liaise with the SENDCO to plan ahead the resources and training needs of the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The Role of the SENDCO

- Be a qualified teacher.
- Complete the Post Graduate Certificate for Special Educational Needs.
- In collaboration with wider SLT and the governing body, determines the strategic development of the SEND policy and provision at Lower Meadow Primary Academy with the ultimate aim of raising the achievement of pupils with SEND need.
- In collaboration with wider SLT, manage teachers/TAs who support children with SEND.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of statements/EHCPs, My Plans and records for all SEND pupils.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND pupils.
- Organising and maintaining the records of all SEND pupils.
- Liaising with parents/carers of SEND pupils in co-operation with class teachers.
- Liaising with all relevant professionals when a pupil starts or leaves school.
- Contributing to the continuing development and training of school staff.
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.
- Update the provision map.

The Role of the Class Teacher

- In collaboration with parents, the SENDCO and, where appropriate, the pupil themselves, be involved in the planning and review of the support for pupils with SEND.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

- Use appropriate assessment to set outcomes which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Ensure SEND children are receiving tailored homework (where appropriate).
- Provide information when required for SEND meetings, including the termly One Page Profile reviews.
- Identify individual pupils not making progress and inform SENCO via the SEND Concern form.
- Keep the SEND file up to date with information for each child as well as examples of work and One Page Profiles.
- Pass information, verbally and in the SEND files to the next teacher to ensure strategies that work well are implemented quickly at the start of the year.

Complaints

As parents are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However if a parent has a complaint they should discuss the problem with the class teacher or SENDCO in the first instance. In the event of a formal complaint parents should follow the procedure in the School's Complaints policy.