



Longford Primary School

Member of staff responsible: SENDCO

Date written: January 2020

Date to be reviewed: January 2021

Special Educational Needs and Disability Policy

Aims and Objectives of the Policy

Our aim at Longford Primary Academy is to raise the aspirations of, and expectations for all pupils with SEND. We provide a focus on outcomes for pupils to ensure they achieve their potential, become confident individuals living fulfilling lives and make a successful transition to High school and into adulthood.

Objectives:

- Opportunities are provided for every pupil to experience success and to develop an open mind set to learning.
- To accurately identify and provide for pupils who have special educational needs, disability or additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator (SENDCO), who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and those opinions will be taken into account in any matters affecting them.
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained.
- Use the 'assess, plan, do, review' method to identify and monitor pupil's progress and needs.

Identifying Special Educational Needs

The Code of Practice (2014) states that Special Needs can be identified as four main areas of need:

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

These four broad areas give an overview of the range of needs that should be planned for. However, we realise that individual pupils often have needs that spread across several areas and their needs may change over time. The purpose of the identification of special needs is to decide the action the school needs to take, not to fit the pupil into a category.

We recognise there are other circumstances which are not classed as SEND, but which may hinder a child's progress and attainment. These could include, but are not limited to:

- Disability
- Medical Needs

- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Funding
- Being a looked after pupil
- Being a child of a serviceman/woman
- Behavioural needs where the underlying cause has not been identified as a special need.

At Longford Primary Academy, our first response when a pupil is not making the expected progress is to target high quality first teaching at their area of weakness, which is differentiated to meet their particular needs and monitored through a First concerns sheets. (see appendix 1)

All teachers at Longford are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.

Regular assessments of pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's rate of progress.
- Fails to close the attainment gap between the pupils and their peers.
- Widens the attainment gap

Progress is not always measured academically. The progress of some pupils, depending on their need, may be measured socially and emotionally.

If a child is not making expected progress

The teacher will complete a First Concerns Sheet (See Appendix 1) indicating the quality first teaching strategies that will be used to support the pupil. A record of planned interventions will also be made which will be carried out over 6 - 8 weeks. A copy of this must be given to the SENDCO. Once this period is complete, the SENDCO, through discussion with the class teacher, will decide which step to take next. This could be in the form of the following:

- The pupil has made good progress and the first concern sheet is no longer needed. Monitor the pupil to ensure progress continues.
- The pupil has begun to make good progress but another cycle of first concerns and interventions may need to be carried out. The child does not need to be added to the Special Educational Needs Register (NB there is no limit to the amount of cycles that may be carried out.)
- The pupil still requires high quality first teaching and targeted strategies. They are beginning to make slow progress and will be added to the SEND register. The teacher will continue to use the first concerns sheet to support and monitor progress.
- The pupil has failed to make expected progress from the first concerns sheet. A discussion between home and school will take place. With parental consent, they will be added to the SEND Register under the 'SEND Support' category and placed on a more focused SEND support plan. (See Appendix 2) This will include cycles of 'Plan, Do, Review' and become a document for gathering evidence. This can then be used to provide information for external support staff and applications for further support/EHCPs.
- If following a review of an SEND support plan with the pupils and the parents, it is agreed that they are making significant progress and no longer fit the criteria for SEND; they will then exit the SEND register.

No pupil will be added to the SEND register without the agreement of the SENDCO.

SEND Support Plan

If pupils are added to the SEND register, this will be under the category of 'SEND Support' and will be monitored and managed through a cycle of support. This can be through a First Concerns Grid (if effective in the first instance) or through an SEND Support Plan where more specific targets are set. The SEND Support Plan **must** be used if the first concerns sheet is ineffective or if it is thought the pupil will require support from external agencies in the future.

Parents of pupils with an SEND support plan will be invited into school to discuss their child at least three times a year. Both staff and parents can request additional meetings as required.

Interventions

The SENDCO, along with the Vice Principal, will timetable interventions that will be taking place and with which children, thus allowing teachers to have time to focus on Quality First Teaching. Teachers will put forward children they feel need additional support for consideration in the intervention groups. Intervention groups and Teaching Assistant Deployment will be across the school and not within a specific class/year group.

Cohort provision maps will then be used to track interventions. It is the teacher's responsibility to update the cohort provision maps for the children they teach showing progress and share information with the SENDCO and Vice Principal.

Teaching Assistants will complete a planning grid to support their teaching of an intervention. Half termly meetings will take place between the SENDCO and teaching assistants to measure progress and to ensure that interventions are adapted accordingly.

Education Health and Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the pupil's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken to meet the pupil's SEND
- 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 pupil'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
- Evidence of support provided through external agencies, the recommendations implemented and the outcomes of these recommendations.

If a child is provided with an EHCP, teachers must ensure they are working towards the objectives set.

Within a year of the review date being set on the statement or EHCP, a formal annual Review must take place and the paperwork must be resubmitted for review by the Local Authority.

Training and Resources

The training needs of staff are identified through Performance Management and planned for through CPD and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training, development and regular CPD.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO attends the termly network meeting run by the Local Authority and St. Bart's Academy Trust SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Governing body will ensure that:

- SEND provision is an integral part of the school development plan
- Necessary provision is made for any pupil with SEND
- Staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice 2014
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- A governor is identified to be the person responsible for SEND and for this person to link with SENDCO

The Principal has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCO
- Ensuring that the implementation of this policy and the impact on the school is reported to governors

Special Educational Needs Co-ordinator is responsible for:

- Overseeing of the day-to-day operation of the SEND policy
- Overseeing the provision for pupils with SEND
- Organising and managing the work of the, LSAs and TAs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting subject teachers in devising strategies, drawing up plans, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and additional adults in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND record and associated files
- Assisting in the monitoring and evaluation process of pupils with SEND through the use of

school assessment information

- Contributing to in-service training of staff
- Liaising with SENDCOs in other schools to help provide a smooth transition from one school to another
- Developing good practice within a network of schools
- Producing reports for the governors and an annual report for the 'Governors Report to Parents'
- Ensuring Longford's Information SEND Report is maintained and up-to-date

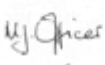
Class Teacher is responsible for

- Providing high quality teaching for all children they teach.
- Knowing the needs of all the children they teach and providing opportunities for all children to make progress in line with children of their age, evidencing this in planning.
- Provide additional resources to support children of all abilities.
- Provide opportunities, through the planning of interventions, to support children with gaps in their knowledge or to provide extra practise at a certain skill.
- Meet with parents to discuss a child with Special Educational Needs.
- Work with parents to write SMART targets for an Individual Education Plan, providing quality and timely activities to ensure children meet the targets.
- Review SEND Support Plan/First Concerns Grids with parents at least three times a year - sooner if targets have been met or need to be adapted due to unsuitability.
- Ensure all the children they teach make good progress.
- Track the progress of children with Special Educational Needs and use assessments to identify next steps in learning and provide targets that are suitable for the child.
- Use PIVATs to monitor and track progress of children with SEND and children who are making slower than expected progress.
- Recognise that some children with Special Educational Needs learn differently from their peers and as a result, teaching may need to be adapted to suit the style of the learner.
- Act upon advice given by external agencies for a period of at least six weeks, and keep records/evidence of the outcomes.
- Keep records and evidence of support provided and outcomes ready for in a further referral is needed.
- Keep ABC charts as evidence for children who are struggling with a behaviour difficulty.
- Discuss any children they suspect may be struggling with a special need with the Special Educational Needs Coordinator and parents of the child where appropriate.
- Liaise with the Special Educational Needs Co-ordinator and external agencies.
- Seek support and advice where needed.

Reviewing the Policy

This policy is kept under review by the SENDCO. This policy will be reviewed annually. The policy should be read in conjunction with the Longford Primary Academy SEND information report which can be located on the schools website. Our Local Authority, Staffordshire, also provide a local offer to outline the services available to all children with SEND who attend a Staffordshire school.

Authorised by:


Chair of governors


Vice Principal

Appendix One - First Concerns Grid

Name of Child:		Class Teacher:			Date:	
Background for child and nature of concerns:					Attainment Data:	
					Subject:	Start:
Highlight all areas of High Quality Targeted Teaching that have been provided for the child.						
Repeat instructions in small chunks, use of a task list that child can self correct	Allow time for processing language - expecting all children to be able to just 'listen' once won't always work ("I've said it once, I'm not repeating myself")	Visual aids, prompts and models e.g. VCOP, word banks, language mats for topics	Practical math aids irrelevant of the age of the child e.g. Numicon, number lines	Extra time to read information on the board OR Information given separately on a whiteboard (many children have difficulty being able to track from board to their books and back again)	Focus on the desired behaviour rather than what is happening e.g. "I'd like to see who is showing me they are ready to learn" rather than "You need to sit down and listen"	Reduce anxiety at key transition times. Can the child do a job a few minutes before the end of the session, at the start of the next one, come in early off the playground
Alternative methods of recording - mind maps, lists, drawings, comic strips, flow charts, microphone, using a scribe, photos, videos, buddies, role play	Environmental factors in classroom, can children see the whiteboard, use of colours/fonts on board, materials, where is the child seated?	Cooperative strategies to encourage peer support and increase levels of participation (table groups, elbow partners etc.)	Visual timetable, repeated for individuals. Regular reminders given	Pre Tutoring - 5 mins before the start of a session, emphasise key words or new language to be learnt that session. Child is prepared for learning	Support with personal organisation - can the child come into the session 5 mins early to be ready to learn and have equipment prepared	Clear language for instructions - non ambiguous... E.g. NOT "Are you going to finish this now?" BUT "I NEED you to complete 3 more Sentences"
Attention on positive behaviours ratio of 2:1	Writing frames - could also be electronic	Spelling strategies e.g. Mnemonics, visual cues	Now and next board - with a clear time that everyone sticks to	Feelings barometer or 5 point scale during work time to show anxieties, frustration, worries	Any additional strategies	

Interventions which have been put place/ or are going to be put in place for this child and impact:

Next Steps:

Move to SEND Support : Y / N

Signed by Parent/Guardian:

Review Date:

SEN Support Plan



	Date	People present
Plan created		
Review 1		
Review 2		
Review 3		

Professionals who support me

Contact details for involved professionals

Name	Role	Contact Details (Email address and/or Telephone Number)	

Related plans or assessments *(add to list as needed)*

	Yes/No	Date initiated	Date completed (or state 'ongoing')
Early Help Assessment e.g. Common Assessment Framework (CAF)			
Child in Need			
Child Protection			
Care Plan/Personal Education Plan (Cared for Child)			

All about me

What can I do well?

What do I need help with?

How to support, communicate and work well with me?

What do I like and what makes me happy?

What's important for me now?

What's important for me in the future (my aspirations)?

All about me by my parent(s) / carer(s)

What can they do well?	What do they need help with?	How to support, communicate and work well with them?

What is working well for them?	What is not working well for them?

Assessment - Primary School

Summary of Special Educational Needs

An overview of needs, the diagnoses and the educational implications for the child/young person

--

Assessment Data (all ages)

Additional Assessments

Additional assessments which have been carried out in line with the child or young person's individual need(s).

Area Assessed	Previous Results			Current Results		
	Assessment Used	Date	Raw Score, Percentile, Standardised score	Assessment Used	Date	Raw Score, Percentile, Standardised score
<i>e.g. Reading Accuracy</i>						

Information on child/young person's attendance

Attendance %		Any fixed term exclusions?	
--------------	--	----------------------------	--

Plan, Do and Review

Plan Do Review 1

Start Date				Review Date	
Outcomes <i>(Long term)</i>					
Assess	Plan			Do	Review
Area of Need <i>(e.g. Cognition and Learning)</i>	Current Baseline	SMART Targets	(If relevant) Advised by ... <i>e.g. SALT, AOT</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress

Plan Do Review 3

Start Date				Review Date	
Outcomes <i>(Long term)</i>					
Assess	Plan			Do	Review
Area of Need <i>(e.g. Cognition and Learning)</i>	Current Baseline	SMART Targets	(If relevant) Advised by ... <i>e.g. SALT, AOT</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress