



SEND Policy

Adopted by Governors/HT: Governors

Review period: Annually Last

review date: Sept 2025

Next review due by: 30 Sept 2026

Person responsible for policy: Mrs A Weston

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Statement of Intent

Longsands CP School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

The aim of **all** staff at Longsands CP School is to help **all** pupils realise their full potential in a happy and caring environment which caters for all their needs. The whole school approach to teaching pupils with SEND relies on collective and shared responsibility. One major principle underpins this policy and that is that **all** teachers at Longsands CP School are teachers of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Identify pupils' needs.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Provide high quality provision to meet the needs of SEND pupils.
- Ensure all pupils have full access to a broad, balanced, creative and differentiated curriculum.
- Ensure equal opportunities for all SEND pupils.
- Ensure collaboration between education, health and social care services to provide support.
- Ensure inclusive practice and provision is positively valued and implemented across our school.
- Involve SEND pupils and their parents in all decisions that affect them.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

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This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'

This policy operates in conjunction with the following school policies:

- Accessibility Policy
- Admissions Policy
- Behaviour and Discipline Policy
- Complaints Policy
- Confidentiality Policy
- Equality Policy
- GDPR Data Protection Policy
- Intimate Care Policy
- Positive Handling Policy
- Record Management Policy
- Safeguarding and Child Protection Policy

Identifying SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective quality provision improves long-term outcomes for the pupils. With the support of the SLT, classroom teachers conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

The Graduated Approach

Longsands CP School follows The Graduated Approach when identifying children with SEND and providing provision to meet their needs. The Lancashire Toolkit provides a clear outline to support this process. <https://www.lancashire.gov.uk/media/922347/chapter-3-the-graduated-approach.pdf>

Definitions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. The school recognises that the profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, and language or social communication at different times of their lives. The SENDCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

The school also recognises that pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

Cognition and Learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

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

Social, Emotional and Mental Health (SEMH) Difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils. The school seeks additional guidance from the Inclusion Hub and is also supported by the behaviour advisors within the Lancashire SEND Inclusion team. Staff follow The Longsands Way which clearly sets out high expectations, rules and consequences but also recognises the need for repair and restoration after an incident. On occasion, we may seek support from external teams such as REACH for further support.

Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision. Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
 - A tendency to set fires
 - A tendency to steal
 - A tendency to commit physical or sexual abuse towards others
 - Exhibitionism
 - Voyeurism

The school recognises that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met. Specialist advisors give additional advice for Hearing and Visual impairments.

The Special Needs Support Team

SENDCO – Mrs Alaina Weston

Special Educational Needs Governor – Gayle Croker

Child Protection/Safeguarding Governor – Mr Stephen Hall

We have a team of support staff that work directly with pupils that have an EHCP

Roles and Responsibilities

The **governing board** will be responsible for:

- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for CLA, where appropriate. (DT is Mrs C Lang)
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Securing the special educational provision called for by a pupil's SEND.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against,

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harassed or victimised.

- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Developing complaints procedures which will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions.
- Preparing the SEND information report and publishing it on the website.

The **Headteacher (Mrs C Lang)** will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers have an established understanding of different types of SEND.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions.
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for CLA, who will work closely with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that pupils with SEND and their parents are actively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Confidentiality policy.

The **SENDCO (DHT)** will be responsible for:

- Collaborating with the governing board and Headteacher to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day operation and implementation of the SEND policy.
- Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Drawing up a one-page profile of a pupil with SEND.
- Advising on a graduated approach to providing SEND support.

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- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.

Teachers will be responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Being accountable for the progress and development of the pupils in their class.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

EVERY TEACHER IS A TEACHER OF SEND.

Admission Arrangements

The school's admission arrangements are as described by Lancashire County Council for all maintained primary schools and academies. Our Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice 0-25 (2015). The Governing Body agrees that, wherever possible, all pupils with SEND should be educated in mainstream school provided that the following criteria apply:

- Account must be taken of the views of parents of the child
- Educational needs can be met in the school
- Placement must be consistent with the education of the other pupils in school

If the school is alerted to the need for a child to receive SEND support, either by the parents or by external agencies, the school will use its best endeavours to ensure that the appropriate resources are available including staffing and equipment.

For non-routine admissions, information is sought from the previous school and standard tests will be administered to provide a baseline to inform the class teacher. The school nurse will be notified in order to ensure health needs are addressed.

All facilities at Longsands CP School are situated at ground floor level and the school has disabled toilets.

Early Identification and Intervention

At Longsands CP School, we adopt a "quality first" teaching approach. Key characteristics of high-quality teaching are:

- Highly focused lesson plans with clear objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Use of practical and visual aids.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk and work collaboratively in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently as able.
- Regular use of encouragement and praise to engage and motivate pupils.
- Ongoing informal and formal assessment.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and strategies such as scaffolding.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. The first response to such progress should be high quality teaching targeted at their areas of weakness. Progress will be monitored. Where progress continues to be less than expected, the teacher, working with the SENDCO, should assess

whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

When a class teacher identifies a child as having special educational needs, the class teacher provides interventions that are "additional to or different from" those provided as part of the school's usual differentiated curriculum. The triggers for this intervention could be the teacher's or others' concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not improved by the school's behaviour management techniques;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment; and/or
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher, in consultation with parents, may decide that the child needs extra support to help their progress. To inform the type of help the child needs, the class teacher, together with the SENDCO, should collect all the available information about the child, including information from the parents. In accordance with The Code of Practice, we always involve the parents/carers and the child with all decision making. Further assessment should take place to identify specific areas of difficulty then targets can be set. The Graduated Approach is followed to ensure that the appropriate steps are taken at each stage. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individual programme. Identified needs and interventions will be recorded on a First Concerns sheet. (See The Graduated Approach- **The Graduated Approach**)

<https://www.lancashire.gov.uk/media/922347/chapter-3-the-graduated-approach.pdf>

When a pupil is identified as having SEND the school will provide support: Early Intervention (EI) or, if necessary, an Individual Education Plan (IEP). These interventions are a means of matching special educational provision to the child's needs. This forms part of the continuous process of planning, action and review within the school to enable the children to learn and progress.

The SENDCO meets regularly with staff to talk through and explain these procedures and will offer help and advice about target setting, tracking progress and strategies to help the children make the best possible progress.

Assess, Plan, Do, Review

At Longsands CP School, where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle that enables the provision to be refined and revised as the understanding of the needs of the pupil grows.

Assess

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

Plan

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought to contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The **Individual Education Plan** will include:

- Learning targets
- Actions

- Support
- Date for review

The Plan will only record that which is different from, or additional to, the normal differentiated curriculum and will focus on 3 individual targets that closely match the pupil's needs. Plans will be discussed with the pupil and parents/carers and will take account of the views/aspirations as noted in the child's One Page Profile.

Do

The class teacher remains responsible for working with the child on a daily basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENDCO. Based on the results of previous assessments the actions could include:

- Re-deployment of staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Reorganisation of the classroom layout and accessibility of resources.
- Access to LA support services for advice on strategies, equipment or staff training.

Review

A review of the plan will be carried out on a termly basis to monitor the child's progress and ensure that the plan includes statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. The review process will evaluate the impact and quality of the support and interventions. It will take account of the views of the pupil and their parents/carers. The class teacher and SENDCO, in conjunction with the parents/carers and pupil, will revise the support and targets based on the pupil's progress and make any necessary amendments.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers/child
- Teachers/Teaching assistants
- SENDCO
- Health professionals including S&L services
- Social Care
- The Inclusion Team advisors
- Educational Psychologist

Information will be gathered relating to the current provision on offer, action points that have been taken, and the outcomes of targets set. A decision will be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. An EHC Plan will be provided if it is decided that the child's needs are not being met by the support that is ordinarily available. The Local Authority (LA) will ask for evidence that all strategies and interventions that have been tried with the child have continued for a reasonable time without success and all other relevant and purposeful actions have failed to meet the needs of the child. The LA then makes a decision based on all the evidence collected whether or not to make a formal assessment of the child and whether to issue an EHC Plan. The school and the child's parents/carers will be involved developing and producing the plan.

The school will meet its duty to provide views on a draft EHC plan within 15 days. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Parents/carers have the right to appeal against the content of the EHC Plan.

The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART outcomes). The school will review each pupil's EHCP

Communication of Information and Parental Involvement

Information about SEND pupils is vital if staff are to fully meet their needs. Longsands CP School firmly believes in developing a strong partnership with all parents/carers to enable children to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

To enable children with SEND to receive the maximum benefit from the support they receive, close links will be fostered between the parent, the teacher, the SENDCO and any outside agency involved with the child to share information and make decisions.

At review meetings with parents/carers we will try always to make sure that the child's strengths, as well as difficulties, are discussed. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which targets will be monitored and reviewed.

The school recognises the rights of pupils and their parents when dealing with information that is very often of a sensitive nature and the need for confidentiality should therefore be respected.

Children with Specific Circumstances

Children Looked After (previously Looked After Children- LAC)

Pupils at the school who are accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a number of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC. At Longsands this is Mrs C Lang. Where that role is carried out by a person other than the SENDCO, designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English. The school will consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Early Years (EYFS) Pupils with SEND

Longsands CP School will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will ensure staff listen and understand when parents express concerns about their child's development. Staff will listen to any concerns raised by children themselves.

The school will ensure that:

- Children with SEND get the support that they need
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for coordinating SEND provision and this is implemented by the class teachers.
- Parents are informed when the school makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
 - The facilities provided to enable access to the school for children with SEND
 - Our Accessibility policy, showing how we plan to improve access over time

Medical Conditions

At Longsands CP School, we recognise that our pupils 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 may also have a Special Educational Needs (SEND) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision; the SEND Code of Practice (2015) is then followed.

Where deemed necessary, children will have an individual care plan (either short term or long term) which is drawn up by the SENDCO in conjunction with the school nurse and parent/carer. This is reviewed annually. Copies are kept in class and in the school office. Our Medical policy also contains a Sharps policy as we may admit children with diabetes who need insulin injections. Training will be provided to all staff who manage this diabetic care.

Working with Outside Agencies

Longsands CP School welcomes and values the role of outside agencies and will continue to liaise with and develop a co-ordinated and co-operative approach to enhance the quality of support for all SEND pupils. We consult outside agencies and specialists to take action on behalf of a child that is requiring additional input. This is likely to follow a review of the child's progress in consultation with the SENDCO, teachers and parents. However, specialists may also be involved with very early identification and in advising school of effective provision.

The outside agencies we currently work with are:

LA Educational Psychologists

Besides the work needed to complete an assessment and statutory work related to the Code of Practice, the Schools' Psychological Service provides help and advice to the school. The school receives a set time per term from the Educational Psychologist for planning and in depth work around pupils and their family plus that, funded by the Trust, for staff training and consultation advice around lesser issues relating to specific pupils.

Speech Therapy Service

A number of pupils from Longsands CP School access the NHS service and we have access to therapists who can provide training and support to school.

Lancashire Special Educational Needs Officer

The Special Educational Needs Officer drafts EHC Plans. Advice and support is offered to the school by the LA through the LA SENCO.

The Lancashire Inclusion Team

We work closely with the Lancashire Inclusion Team. They have a specialist advisor for each area of SEND who provides guidance, advice, support and strategies.

Other Agencies

Longsands CP School also has close links with:

- Lancashire SEND Information, Advice & Support Service
- CAMHS
- Clinical Psychologist
- School Nurse team
- The Complex Learning Difficulties Team
- Social Services
- Police
- Occupational Therapy
- Neuro Developmental Pathway Team,
- The Children and Family Wellbeing Service
- Counsellors
- Child Action North West
- Primary Mental Health Workers

Resources

The school ensures that the SENDCO has sufficient time and resources to carry out their role.

An annual allocation to the SEND department for educational equipment and resources comes directly from the SEND and school budget. Resources are purchased to support needs as necessary e.g. sloping writing boards, ear defenders, wobble boards, coloured overlays, books with higher age appropriate content at lower reading ability level, dyslexia appropriate books with

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buff paper, games and activities to support reading, writing, phonics, spelling, handwriting and maths, practical resources, fidget toys, dark room tents, sensory equipment, intervention programmes etc. Teachers and support staff are signposted to relevant resources as needed.

Pupil Premium/Disadvantaged Children grant is also used to purchase support and resources for SALT, 1:1 support and various counselling services. This is coordinated by the DSL, Mrs C Lang and the PP lead who liaise with the SENDCO.

Training

- The SENDCO has completed the National SEND Award Qualification.
- The SENDCO attends all appropriate in-service courses organised by the LA including Network sessions, school cluster groups and EP led sessions as well as LA SENDCO clusters.
- The SENDCO liaises closely with the LA SEND advisors.
- Informal school-based meetings and briefings will be held regularly to keep staff in school informed.
- The SENDCO sends regular updates by email to keep all staff informed of expectations and policies.
- The SENDCO arranges for staff training by the Inclusion Team/CAMHS/Outreach to address a range of learning needs.
- All staff have been introduced to the range of SEND resources available of the Lancashire Local Offer website.

Complaints Procedure

Parents/carers who wish to make a complaint regarding the special educational needs provision within the school are asked to discuss the matter with the school SENDCO or the Headteacher. If, after such a discussion, parents/carers are still unhappy, the Governor with responsibility for Special Educational Needs will be asked to investigate. If the matter remains unresolved, the complaint panel of the governing body will be asked to examine the complaint and the matter will also be referred to the Principal Special Educational Needs Officer. Parents have the right to contact the Local Authority.

EVERY TEACHER IS A TEACHER OF SEND.

| Longsands CP School Whole School Provision Map | | | |
|---|--|---|---|
| | Universal Provision | School Support: Early Intervention Provision | School Support: PPP Provision |
| Cognition and Learning | <p>Differentiated curriculum planning activities, In - class TA support, In - class targeted teacher support, Increased visual aids/modelling, Visual timetable, Visual displays, Word mats, Illustrated dictionaries / thesaurus', Use of writing frames, Access to ICT, Team teaching / modelling, Numeracy resources, Talking tins, Writing slopes,</p> | <p>In class support by TA Everyday a Reader Parent Volunteers Colourful semantics Coloured overlays Perform With Tables Power of one/two SEND reading scheme Nessy Lightning Squad Now and Next cards Speech to text software</p> | <p>Small group or 1:1 literacy / numeracy support in the afternoon SAT provisions Advice from EP Advice from LA Advice from specialist teachers Assess Plan Do Review – reviewed with SENCO/class teacher 3 x year Individual targets to be sent home NHS Speech and Language EHCP</p> |
| Communication and Interaction | <p>Differentiated curriculum planning activities, delivery and outcome e.g. simplified language, key words, Increased visual aids/modelling, Visual timetables, Use of symbols, structured school and class routines, environmental clues (pictures)</p> | <p>In class support with a focus on supporting speech and language targets Colourful semantics Widgit board-communication boards. iPads for communication Precision teaching Parent Volunteers Reading and Comprehension</p> | <p>Small group or 1:1 support for NHS speech programme 1-1 with TA NHS S&L therapist Social skills group Lunch time clubs ICT writing and symbols Advice from EP Advice from LA Advice from specialist teachers Assess Plan Do Review Individual targets to be sent home EHCP</p> |

Longsands CP School
SEND Policy

| | Universal Provision | School Support: Early Intervention Provision | School Support: IEP Provision |
|--|--|---|---|
| Social, Emotional and Mental Health | <p>Whole school behaviour policy- The Longsands Way</p> <p>Whole school rules</p> <p>Whole school reward and consequence systems</p> <p>Circle time</p> <p>Lunchtime clubs</p> <p>PSHE focused work</p> <p>Peer mediation</p> <p>My Happy Mind</p> | <p>Group time with nurture lead or TA</p> <p>In class support for behaviour targets,</p> <p>Individual reward system</p> <p>Team teach</p> <p>Social stories</p> <p>Specialised programmes eg</p> <p>There's a Volcano in my Tummy</p> <p>Bereavement support</p> | <p>Learning Mentor/Pastoral support</p> <p>Individual counselling</p> <p>Advice from EP</p> <p>Advice from LA</p> <p>Advice from specialist teachers</p> <p>CAMHS PMHW</p> <p>CANW</p> <p>Assess Plan Do Review</p> <p>Individual targets to be sent home</p> <p>EHCP</p> |
| Sensory and Physical | <p>Flexible teaching arrangements</p> <p>Coloured paper</p> <p>Coloured overlays</p> <p>Magnifying overlays</p> <p>Sound systems</p> <p>Writing slopes</p> <p>Wobble Cushions/Boards</p> <p>Pencil grips</p> <p>Brain gym</p> <p>Sensory fidget toys</p> | <p>Additional keyboard skills</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access and safety (Healthcare plan)</p> | <p>Individual support in class during subjects / playtimes/lunchtime</p> <p>Physiotherapy programme</p> <p>Occupational therapy programme</p> <p>Use of appropriate modified resources</p> <p>Advice from EP</p> <p>Advice for LA</p> <p>Advice from specialist teachers VI/HI/PD Assess Plan Do Review</p> <p>EHCP</p> |