

# Sharp Lane Primary School

## Special Educational Needs and Disability (SEND) Policy



<b>Agreed by Governing Board</b>	March 2024
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<b>Responsible for this policy</b>	Charlotte O'Neill

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## 1. Aims

Our SEND policy aims to:

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)

It is the aim of the school, that all pupils will make progress and experience success in their learning, as well as to achieve as high a standard as possible, that is personal to them. We are an inclusive school where we strive to offer equal opportunities to all pupils to ensure participation in all areas of the curriculum and school day, regardless of their socio-economic status, culture, gender, physical disabilities, first language, emotional state and/or their special education need.

## Our objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
3. To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
4. To provide support and advice for all staff working with special educational needs pupils
5. To provide support and advice for parents of children with SEND in school

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

### 3. Definitions

A pupil has SEND if they have a need which calls for additional provision to be made for them, that is generally above and beyond that which you would expect for other children or young people of the same age. Please note that slow progress and low attainment do not automatically mean that a pupil is recorded as having SEND.

There are four main categories within special education needs:

- **Sensory, Physical and Medical** – this includes children with visual and/or hearing impairments, multi-sensory impairments as well as physical and/or medical needs
- **Cognition and Learning** – this generally means that children have been identified as learning at a slower pace and having greater difficulty than their peers in acquiring basic literacy and/or numeracy skills, despite appropriate differentiation and support in class. They may also have low levels of concentration and poor memory as well as low self-esteem. This category includes children with specific Learning Difficulties (SpLD) such as dyslexia and dyscalculia.
- **Communication and Interaction** – this is for children who struggle with speech, language and communication needs (SLCN) whereby they may struggle to interact with those around them. This can range from children who need support with speech production to those who struggle to understand or use social rules of communication. Examples of children in this category are those with Speech/Language difficulties and Autism Spectrum Condition (ASC)
- **Social, Emotional and Mental Health** - this includes children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways and may cause them to struggle with school routines, relationships and expectations. This category includes children with Attention Deficit Hyperactivity Disorder (ADHD), depression, eating disorders and attachment disorder.

### 4. Roles and responsibilities

#### 4.1 The SENDCO

The SENDCO Miss Charlotte O'Neill will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4

The Assistant head Inclusion Manager will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Meet regularly with the SENDCOs to review the school action plan and identify progress made of actions so far and next steps moving forward.
- Have an oversight of the SENDCO policies, procedures and practices and support the SENDCOs in developing and implementing these across school.

### 4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Implementing the Graduated approach (see point 5.3)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO/SLT to review each pupil's progress and development and decide on any changes to provision
- Working closely with external professionals when necessary for the support of individual pupils
- Ensuring they follow this SEND policy.
- Ensuring good communication with home.

### 4.6 Teaching Assistants and Special Needs Assistants

Each teaching assistant and special needs assistant is responsible for:

- Supporting the progress and development of every pupil they are directed to work with
- Working closely with the class teacher to carry out planned tasks as well as share the impact of these to inform future planning and next steps
- Working closely with the SENDCO/SLT and/or external professionals when necessary to support individual pupils
- Ensuring they follow this SEND policy.
- Endeavour to support good communication with home.

## 5. Identification and Support

### 5.1 Identifying pupils with SEND and assessing their needs

The Code of Practice describes the 4 broad categories of need: **Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties, sensory and/or physical needs**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category, and we will do this by considering them as a whole child whilst ensuring we take into consideration their views as well as those of their parents/carers.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and/or communication needs.

As previously mentioned, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **5.2 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared verbally with their parents.

We will ensure parents are notified when their child is added to or removed from the SEND list which is used as a way to monitor and track children through school, therefore giving them an additional layer of support.

## **5.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher to carry out a clear analysis of the pupil's needs. This will be in consultation with the SENDCO/SLT as needed. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.4 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCO and year 6 teachers meet with representatives from each High School and ensure all pertinent information is transferred securely so that the new school is prepared to meet the needs of your child before they begin at their new school. Additional sessions at the High School are also arranged for children with SEND so that they feel secure in their new surroundings.

When pupils with SEND transfer to another primary school, the SENDCO discusses and often meets with their new teacher and transfers the information.

At the end of each academic year, transition meetings are held between the current and the new class teachers. In these meetings, information, resources and ANPs are transferred to the new teacher so that they can prepare their learning environment and lessons to meet the needs of the pupils.

## **5.5 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and when necessary, additional support provided in the form of resources used or adults working with. The next step would be where children need to access either small group work or 1 to 1 work with an adult to ensure their learning progresses. For those children who have more complex needs, a bespoke curriculum will be created to ensure their personal needs are met. All interventions are tracked closely by the class teacher to monitor the impact and progress made. See the SEND Information report for more information on which interventions are run in school.

## **5.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, resources used etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also access support from a variety of outside professionals to ensure our curriculum and learning environment meets the needs of all learners.

## **5.7 Additional support for learning**

For our children with more complex and higher needs we apply for additional funding called Funding For Inclusion (FFI). We use this additional top up funding to purchase resources, pay for environmental adaptations as well as put towards the cost of professional involvement and staffing to ensure the children have the support they need. We offer training to our staff which reflect the various needs of our learners. Most recently, we have received training from the STARS team, who support children with Autism and Team Teach to support positive behavior strategies and SEMH.

The SENDCO and Inclusion manager continue to review the needs of the pupils and work to ensure all staff are trained to teach and support the individuals in their class. For more information on which agencies we regularly work with please see the SEND Information Report

## **5.8 Expertise and training of staff**

Training needs of staff identified are planned for through responding to the needs of the children and through performance management, as part of the whole school training cycle. 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 and development. All teachers and support staff undertake induction upon taking up post and this includes a meeting with the SENDCOs 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 SENDCOs regularly attends the SENDCO network meetings in order to keep up to date with local and national updates in SEND. The SENDCOs purchases resources in line with the school action plan which meet the needs of pupils with SEND.

## **5.9 Education, Health and Care needs assessments and plans (EHCP)**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan otherwise known as an EHCP. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person

- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's If a child has an EHCP then the following will happen in school:
- The class teacher, with support from the SENDCO, must ensure that the provision set out in the plan is administered and acted on.
- Named and relevant outside agencies to liaise with school via the SENDCO to ensure they meet their named provision on the EHCP.
- The SENDCO will liaise with new setting if child will be moving school.

### **5.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Using parents questionnaires and pupil interviews/questionnaire
- Monitoring by the SENDCOS
- Using provision maps to measure progress
- Holding regular meetings/conversations with parents as well as annual reviews for those pupils with additional funding and/or EHC plans

### **5.11 Contact details for raising concerns**

If your child is already in school, in the first instance, you need to speak to the class teacher who will liaise with the school's Special Educational Needs Co-ordinator (SENDCO) Miss Charlotte O'Neill. Further meetings may then be arranged to discuss your concerns.

If your child is new to the school then please contact the School Office to make an appointment to speak with either of the SENDCOs on 0113 378 30 60

### **5.12 Contact details of support services for parents of pupils with SEND**

Parents can seek advice and support from Leeds Send Information Advice Support Service (SENDIASS) using their website <https://sendiass.leeds.gov.uk/> or telephoning the team on 0113 3785020

### **5.13 Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the Assistant Headteacher- Charlotte O'Neill and Inclusion Lead, Charlotte O'Neill, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.14 The local authority local offer**

The Leeds local offer can be found on our school website <http://sharpplane.leeds.sch.uk/> and on their website <http://www.leeds.gov.uk/residents/Pages/Special-educational-needsstatutory-assessment-processes.aspx>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Miss Charlotte O'Neill **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND Information Report