



# Longwood School and Nursery

Providing a happy, stimulating, healthy and safe environment where all children can attain high standards and develop into well-balanced citizens.

## **Preschool and School Additional and Special Educational Needs Disability (SEND) Policy**

Agreed: July 2017

Last Reviewed: October 2021 by SL

Next Review Due: October 2022

This school is committed to safeguarding and promoting the welfare of children and expects all staff, parents and friends to share this commitment

## **POLICY FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS**

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Our School Local Offer (which can be found on our website)
- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- School policies which can also be found on our website.

### **Guiding Principles**

- Longwood School is an inclusive and supportive primary school and nursery. We believe that every teacher and every member of staff is a teacher of every pupil including those with SEND.
- We have high expectations and set suitable targets for all pupils.
- We define a special educational need in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's EHCP (Education and Health Care Plan).

### **Objectives**

- To work in partnership with parents.
- To enable pupils to have their voice heard.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with additional Special Education Needs or Disability (SEND).
- To ensure that every pupil progresses and/or experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and parents.

## Definition of SEND

The Special Educational Needs Code of Practice 2014 states that 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 has a learning difficulty if they:

- Have a significantly greater learning 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.

In addition, children from 0-5 years of age in the nursery who display any developmental lag will be considered for special educational provision at Longwood School and Nursery.

The Code of Practice 2014 describes 4 broad categories of need (Pg86-) these four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEND.

The 4 areas of need are:

1. *Communication and Interaction*, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
  - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
  - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
  - A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADD (Attention Deficit Disorder)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
  - Vision Impairment

- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

We also consider the following which may impact on the progress and attainment pupils but do not consider them to have 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
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

### **A Graduated Approach to SEND support**

All pupils receive a differentiated curriculum delivered through high quality teaching. Class teachers are responsible and accountable for the progress and development of the children in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers. The progress and attainment of all pupils is reviewed and discussed with the SENCo and headteacher at termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the SENCo at any time. We involve parents/carers and where appropriate, the pupil in question, as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under-achieving is high quality, differentiated teaching and approach. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments, we follow the SEND Code of Practice 2014: 0 to 25 years’ graduated approach with regard to the identification, assessment and review of children with special educational needs.

The four key actions are:

*Assess:* The class teacher and SENCO will analyse a pupil’s needs before identifying a child as needing SEND support. Thoughts will be recorded as necessary.

*Plan:* Parents will be notified whenever it is decided that a pupil is to be provided with SEND support. The documentation will be shared and amended if needed.

*Do:* The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil’s learning. Interventions will be carried out and an IEP created.

*Review:* The effectiveness of the support will be reviewed in line with the agreed date via the IEP, with parental and pupil input as appropriate.

In school we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, Teacher Assessments, Screening Tests, Teaching Assistant assessments, reading/spelling phonological awareness tests; GL Assessment scores (maths, English, CATS), behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

From time to time a teacher or a member of staff might have some concern regarding a pupil's progress, emotional, social, behavioural or medical welfare. In this instant, that person must complete a curriculum support form to be shared with parents and other members of staff. It will highlight the concerns, and give some strategies on how to help that pupil. Such intervention should be closely monitored and amended when needed. On the termly review date, the staff will either carry on or discharge the pupil or seek outside professional and complete an IEP.

Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs record and parents informed.

The SEND Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age.

### **MANAGING PUPILS' NEEDS ON THE SEND RECORD**

Once a pupil has been identified as requiring more sustained intervention, the Class Teacher, with the help of the parents and support of the SENCO will write an individual educational plan [IEP]. This will include SMART targets which will be reviewed every six weeks or termly depending on the targets and the pupil's age and needs. It is good practice at this point to ask the pupil in conjunction with his parents or carers to complete the "All About Me" form detailing their interests and aspirations. It is primordial to give the child and the parents a voice that will put them in full control of their plan. Occasional advice may be sought from external agencies to inform effective intervention. The IEP allows for close monitoring of progress. If a pupil fails to make the expected progress, then advice may be sought from external agencies which may include social as well as educational services. At this stage, a Special Educational need or disability may be identified.

It is the teacher's duty to implement the IEP and share it with the classroom assistant. The SENCO has a summary of responsibilities for children identified as having Additional and Special Educational Needs. The file containing a list of the IEPs is kept in a locked cupboard in the Resource Room. In school, the staff who work with the children are made aware of the IEPs and the teacher holds a copy locked in her classroom. Outside the school, in order to best support the pupil, it is the responsibility of the teacher, on the need to know basis only, to share any relevant information with other adults who are working closely with that pupil. Leisure Centre staff; swimming and gymnastics teachers; lunch staff, wraparound staff and occasionally other staff on our educational trips.

Termly reviews are held with Parents, Class teacher, pupils if appropriate and SENCo but parents are encouraged to contact the school whenever they have a concern or information to share.

We can request support from Learning and Language Services, Behaviour Support and Health Services including Speech and Language support. If we are unable to fully meet the needs of the pupil through our own internal provision and expertise, we would call upon these services for support. We would need to prioritise pupils, dependent on their need.

Due to long NHS waiting lists, we do support parents who wish to pay for private speech and language therapy.

### **Education Health Care Plan**

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, or if the school cannot meet their needs, a decision may be made for the parents in conjunction with the school and outside professional to request a formal assessment for an EHC Plan (Education Health Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a pupil's progress the SEND team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

### **CRITERIA FOR EXITING THE SEND RECORD**

Following a termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a pupil from the record. However, after removal, any child would continue to be monitored by the SENCo and the class teacher.

### **SUPPORTING PUPILS AND FAMILIES**

Transition is recognized as extremely important and any pupils requiring additional support at this time are identified and planned for. Pupils are supported in transition. This may be internal transition between year groups, from schools and other educational settings and also to new schools.

The SENCo is available to meet with parents and can be contacted via the school office.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

We recognize that pupils at Longwood 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 special educational or disability needs (SEND) and may have an 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 (2014) is followed.

### **MONITORING AND EVALUATION OF SEND**

The monitoring and evaluating of provision are an ongoing process. The SENCo and headteacher liaise closely to discuss observations, planning, assessments and training. They hold termly meetings to assess progress. They hold regular INSETs and arrange in-house and out courses. Evaluation and monitoring arrangements enable them to continually review and seek to improve the provision for all pupils.

### **TRAINING AND RESOURCES**

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 on taking up a post and this includes a meeting with the SENCO 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 SENCOs regularly attend the Local Authority Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this, we will endeavour to find a provider who is able to deliver it. Training is ongoing in response to identified needs.

The area manager conducts an SEND audit each year.

### **Additional Funding**

Where a child needs additional support over and above the core funding, and an EHCP is already in place, the school may apply for additional funding to further meet their needs, although this is only granted in exceptional cases. Sometimes, it will be necessary for parents to meet the costs of formal assessment with outside agencies as well as additional support and resources. If Longwood cannot meet a child's needs, we may have no other option than expect the parents to meet the extra costs. (Speech and Language therapy and support for dyslexia always have to be paid for by the individual parents.)

### **ROLES AND RESPONSIBILITIES**

**The Special Needs Co-ordinators (SENCOs)**, in collaboration with the Head teacher and Director, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with parents, staff, carers, and other agencies. Sophie Lambertucci currently holds this post in school and Alison Lapihuska holds this post in the nursery.

Their responsibilities include:

- Liaising with parents of pupils with SEND
  - Overseeing the day-to-day operation of the school's and nursery's SEND policy
  - Co-ordinating provision for children with SEND
  - Advising on the graduated approach to providing SEND support
  - Advising on the deployment of the schools' resources to meet pupil's needs effectively
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- Liaising with early years providers, other schools and outside agencies
  - Being a key point of contact with external agencies especially the local Authority and its support services
  - Working with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
  - Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND.
  - Ensuring that the school keeps the records of all pupils with SEND up to date
  - Closely monitors interventions and their impact.

The headteacher, Mrs Claire May, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. She works closely with the SENCOs and is kept fully informed of SEND issues.

### **STORING AND MANAGING INFORMATION**

Information is stored in locked filing cabinets in the Resource Room and Mrs May's office. The information is shared with staff working with the pupil, on the need to know basis. Class teachers hold SEN files which are stored in locked cupboard in the classrooms. At the end of each year the information is transferred to the next class teacher and discussion held to ensure transition is efficient and effective.

When a pupil moves to another school or nursery, the records are photocopied and archived. The originals are passed onto the new school or nursery, with the permission of the parents.

### **REVIEWING THE POLICY**

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

### **ACCESSIBILITY**

All members of the school community, including pupils and parents, are invited to inform the school of any disability they have. Longwood School is happy to admit children with disabilities as long as we can fully meet their needs or do so having made reasonable adjustments, in line with our policies.

### **DEALING WITH COMPLAINTS**

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher and/or SENCo and then the headteacher to resolve the issue before making a formal complaint.

### **Resolving Disagreements**

The SEND Code of Practice outlines procedures for resolving disagreements in Chapter 11.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice. Their contact details can be found online.