

SEND POLICY

Lakenheath Community Primary School



Version Number	7
Date of Policy	February 2024
Review Date	February 2025
Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	February 2018	N/A
2	January 2019	Content review.
3	January 2020	Content review to reflect procedures.
4	January 2021	No changes required.
5	February 2022	No changes required.
6	June 2023	Amendments to section 2 and 11
7	February 2024	Amendments in red to sections 3, 4, 5 and 6.

Lakenheath Community Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on Children's safety and in the light of our safeguarding policy. All of our policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behavior, anti-bullying and teaching and learning policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

1. Rationale

The purpose of this policy is to promote, develop and maintain all issues of inclusion for children identified as having Special Educational Needs throughout all phases in our school. We are committed to establish an environment where all the children can flourish and feel included in every aspect of school life.

2. Introduction

This policy will help to ensure that every child does matter within Lakenheath Primary School. Lakenheath is a fully inclusive school and we always endeavour to do our best for all of our children. We are committed to welcoming children of all abilities into our community and helping them reach their full potential through a wide and varied curriculum and individual support programmes where needed. All of our teachers are teachers of children with Special Educational Needs and Disabilities (SEND). They all follow the school's SEND policy and know about ways in which their classroom organisation and their teaching may need to be individually tailored to accommodate children with a wide range of additional needs and disabilities.

3. The Aims

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- *Provide every child with access to a broad and balanced curriculum*
- *Raise the aspirations and expectations of all children with special educational needs.*
- *Promote independence, equality, consideration and compassion for others.*
- *Provide children with the skills and attributes necessary for adult life and employment. To value and encourage the contribution of all children to the life of the school;*
- To promote children's self-esteem and well-being and to help them to form and maintain good relationships based on respect for themselves and others.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with the Local Authority and external agencies, where appropriate, to support the needs of vulnerable learners;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;
- To carefully map provision for all vulnerable learners to ensure staffing deployment, resource allocation and choice of intervention leads to good learning outcomes;

4. Roles and responsibilities

All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making the strategic decisions which will maximize their opportunity to learn;
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Co-ordinator (SENCO);
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision relating to this through:
 - analysis of the whole school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to SLT or SENCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

The SENCO

The SENCO plays a crucial role in the school's SEN provision. *This involves working as part of the Senior Leadership Team and with the Governing Body to determine the strategic development of the policy.* The SENCO liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups. *The SENCO is available to have meetings with teachers, parents/careers and liaises with external agencies.*

Other responsibilities include:

In line with the SEN Code of Practice 2014, the SENCO will oversee the day to day operation of this policy in the following ways:

- maintenance and analysis of whole school provision map for vulnerable learners;
- maintaining a list of pupils with special educational needs including: those in receipt of additional SEN support from the school's devolved budget, those in receipt of High Tariff Needs funding, and those with an Educational Health and Care plans.
- Co-ordinating provision for children with Special Educational Needs;
- Liaising with and advising teachers;
- Managing other classroom staff involved in supporting vulnerable learners;
- Overseeing the records on all children with Special Educational Needs;
- Liaising with parents of children with SEN, in conjunction with class teachers;
- Contributing to the in-service training of staff;
- Implementing a programme of Annual Review for all pupils with an Educational Health Care Plan
- Complying with requests from an Educational Health Care Plan Co-ordinator to participate in a review;
- Carrying out referral procedures to the Local Authority to request High Tariff Needs funding and/or an Educational Health Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support;
- Overseeing the running and smooth transition arrangements and transfer of information for year 6 learners on the vulnerable learners list;
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- Attending area SENCO network meetings and training as appropriate;

- Liaising with the school's SEN Governor, keeping him or her informed of the current provision regarding vulnerable learners, including those with Special Educational Needs
- Liaising closely with a range of outside agencies to support vulnerable learners;

The Teacher

All teachers are teachers of children with special educational needs. This is achieved by:

- **High quality and adaptive teaching that meets the needs of the majority of pupils**
- Providing differentiated teaching and learning opportunities;
- Setting suitable learning challenges;
- Taking responsibility for the progress of all children in the class;
- Ensuring effective deployment of resources – including teaching assistant support – to maximize outcomes for all groups of vulnerable learners;
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely 'additional to' or 'different from' those provided by the normal curriculum offer and strategies;
- Analysing the attainment of all pupils to ensure all pupils continue to make progress in all areas of learning by responding to children's learning needs and interests/issues and to ensure there are no differences in achievement between different groups e.g. SEN, boys, girls, etc
- Using ongoing summative assessment to inform future planning and adjust short term planning to take account of progress and areas of difficulty;
- Adopting programmes of study matched to **ability and area of need and not age related expectation**;
- Referring children for additional curricular opportunities that meet the needs of individuals or groups (such as speech and language therapy and English and Maths interventions);
- Referring children who, despite high 'quality first teaching' and appropriate intervention, are not making expected progress and may have additional barriers to learning, to the SENCo for further advice and support from the Inclusion Team.
- Involving parents, pupils and all staff in the process of inclusion through raising their awareness of how attitudes and behaviours affect the school community;
- Working together to review the progress of individuals and overcome barriers by implementing support programs.
- Contributing to annual meetings with parents and children on a statement or EHCP to ensure that children have the correct provision in place and are meeting their targets;
- During parents evenings, discuss children's SEN provision and next steps of learning
- Reviewing and revising the learning objectives for all vulnerable learners in their class; liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress;.

The Governors

The Governing Body is responsible for ensuring that an inclusion policy is in place and that it is implemented effectively. The SEN Governor also has a statutory role to play in the evaluation of SEN provision:

- Ensuring that provision of a high standard is made for SEN pupils;
- Ensuring that SEN pupils are fully involved in school activities;
- Being fully involved in developing and subsequently reviewing SEN policy.

5. Lakenheath Provision Map

All children with SEND will be included on a whole school provision map which outlines and monitors provision across the school which is 'additional to' or 'different from' the well differentiated curriculum offer for all pupils in the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision;
- Audit how well provision matches need;

- Recognise gaps in provision;
- Highlight repetitive or ineffective use of resources;
- Cost provision effectively;
- Demonstrate accountability for financial efficiency;
- Demonstrate to all staff how support is deployed;
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6. Identifying and meeting special educational needs

- *At Lakenheath we follow the 'graduated response' and the Assess Plan Do Review cycle (ADPR) to identify and meet special educational needs. At each stage of support, it is the teacher's responsibility to:*
 - *Make the initial identification of SEN and use the 'Good Practice' Strategies Handbook to implement strategies to support pupils with SEND*
 - *If the child is still experiencing difficulties After one cycle of Assess Plan Do Review strategies have been tried the teacher may then refer to the SENCO;*
 - *Liaise with the SENCO and devise a support plan and/or a One Page Profile;*
 - *Take account of advice from outside professionals;*
 - *Inform parents of the differentiated curriculum for SEN pupils;*
 - *Plan tasks for the support staff working alongside the SEN pupils;*
 - *Ensure teaching assistants are clear about recording progress and feedback observations made in regard to progress;*
 - *Attend review meetings and inform parent of targets set within the classroom.*

7. School support

- *Pupils will be offered additional support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.*
- *Underachieving pupils and pupils with EAL who do not have SEN will not be placed on a the list of pupils being offered additional SEN support (but will be closely monitored by SLT through pupil progress meetings)*
- *Intervention for pupils on the SEN list will be identified and tracked using the whole school provision map;*
- *On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Educational Health Care Plan.*

8. Statement of Special Educational Needs or Educational Health Care Plan.

- *Pupils with an Educational Health Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (see above) and, in addition to this, will have an annual review of their statement / plan.*
- *Our school will comply with all local arrangements and procedures when applying :*
 - *High Tariff Needs funding*
 - *An Education Health Care Plan*
- *We will ensure that all pre-requisites for application have been met through ambitious pro-active additional SEN support using our devolved budget at an earlier stage. Our review procedures fully comply with those recommended in*

section 6.15 of the Special Educational Needs Code of Practice policy and with local policy and guidance – particularly with regard to the timescales set out within the process.

9. Partnership with parents/carers.

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with other agencies supporting children and their parents;
- Giving parents and carers opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome;
- Encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which needs addressing;
- Instilling confidence that the school will listen and act appropriately;
- Focusing on the child's strengths as well as areas of additional need;
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing up and monitoring progress against these targets;
- Keeping parents and carers informed and giving support during assessment and any related decision making process;
- Making parents and carers aware of the Parent Partnership services;

10. Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets.

We endeavor to fully involve pupils by encouraging them to:

- State their views about education and learning;
- Identify their own needs and learn about learning;
- Share in individual target setting across the curriculum so that they know what they are and why they have them;
- Self-review their progress and set new targets;
- Monitor the success of pupils with special educational needs at achieving their targets as identified on their statement of Educational Health Care Plan.
- Termly pupil voice

11. Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support. All pupils with an Educational Health Care Plan will have next phase destinations and transition arrangements discussed at plan review meetings.

- Support for the pupil coming to terms with moving on will be carefully planned and will include familiarization visits. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

12. Admission Arrangements.

No child will be refused admission to the school on the basis of his/her special educational need, ethnicity or language. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see admission policy for the school, as agreed with the Local Authority).

All complaints are taken seriously and any complaints relating to the provision for children with SEN will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN may be involved if necessary. Unresolved complaints are heard through the school's complaints policy and procedure.