



Whole School Policy for Special Educational Needs & Disabilities (SEND)

Implemented from March 2018

Review Date: March 2019

Head Teacher: Mrs T. Wilson

Special Educational Needs Co-ordinator (SENCO): Mrs L. Phillips

Governor for Special Educational Needs: Mrs J. Boyne

Definition of Special Educational Needs and Disability (SEND)

The term 'Special Educational Needs' has been defined by the Special Educational Needs and Disability Code of Practice: 0-25 as: "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 him or her".

The term 'Disability' has been defined by the Equality Act 2010 as: "Having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of their peers or have a disability which hinders them from making use of facilities and equipment.

Lumley Infant & Nursery School is an inclusive school, catering for a wide range of SEND, including pupils with:

- speech, language and communication needs
- cognition and learning needs
- social, emotional and mental health difficulties
- sensory or physical needs

SEND Census Information

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census. Currently (March 2018) 11% of pupils in school are on our SEND register, including nursery pupils. This can be further broken down into the following areas:

| Area of Need: | Percentage of pupils in school: | No: of pupils: |
|--|--|-----------------------|
| Speech, Language and Communication needs | 75% (including 5 pupils on the ASD spectrum) | 15 |
| Cognition and Learning | 10% | 2 |
| Social, Emotional and Mental Health Difficulties | 5% | 1 |
| Sensory and/or Physical Needs | 10% | 2 |

As a school we recognise that a number of children may have needs that fall into more than one of these areas. Whether a child's barrier to learning is short term or longstanding, as a school we endeavour to remove those barriers to ensure all children make rapid and sustained progress. Children with SEND are offered full access to a broad, relevant education including an appropriate curriculum for the Early Years Foundation Stage and the Key Stage One National Curriculum.

We are aware of our statutory duties outlined in the Special Educational Needs Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010, which all emphasise the importance of promoting an inclusive education for all using a Person Centred Approach.



Philosophy

Pupils with special educational needs reach standards higher than their peers nationally in reading and writing. Standards reached in mathematics are similar to their peers nationally. This is because of the outstanding progress they make". Ofsted 2013

Lumley Infant and Nursery school endeavours to ensure **all** children make rapid and sustained progress throughout the Early Years and Key Stage One curriculum through an *inclusive* ethos.

"Fun to Teach, Fun to Learn"

Our school motto highlights our philosophy to deliver innovative, highly motivating lessons in and out of the classroom which inspires and challenges **all** groups of pupils. At Lumley Infant and Nursery school our Special Educational Needs policy is at the forefront of ensuring the provision and education of all pupils guarantees they make outstanding progress in our school. Providing an *inclusive education*, in line with the Code of Practise 2014, is a key aspect of our policy and something that is adhered to wherever appropriate.

Aims

In order to secure a **universal offer of provision** in all classrooms we aim to:

- Promote 'Early Identification' in order to plan a program of support and intervention to address a child's needs as soon as possible.
- Ensure all pupils have equal access to a broad and balanced curriculum.
- Ensure all staff are clear about their roles in supporting children with SEND.
- Support colleagues to be continually reflective.
- Regularly track the progress and attainment of children with SEND.
- Provide and evaluate the impact of regular training for staff in relevant areas of SEND.
- Develop 'Person Centred Approaches' that tailor support to the needs of the individual.
- Work in partnership with parents and carers, forging supportive relationships.
- Work effectively with external agencies.



Staff Roles & Responsibilities

Governing Body

- By supporting the Head Teacher and designated SENCO, the Governing body are responsible for overseeing the implementation of the SEND Code of Practice including the deployment of funding, equipment and personnel.
- The Governing Body will ensure sufficient provision is in place to support pupils with SEND, including those with medical and physical disabilities.
- Mrs. J. Boyne meets with the Special Educational Needs co-ordinator regularly to discuss and evaluate the effectiveness of SEND provision in school.

Head Teacher

- The Head Teacher has overall responsibility for implementing the Code of Practice and will ensure the whole school is clear about their own responsibilities regarding SEND provision.
- The Head Teacher reports to the Governing Body termly regarding the deployment of funding, resources and support staff in order to meet the needs of pupils with SEND, as well as reporting how this group of children attain compared to national statistics.
- Endeavouring to form positive, supportive relationships with all parents and carers the Head Teacher ensures they are involved in reviewing and setting targets for SEND pupils.

SENCO

- Mrs Phillips is responsible for overseeing the daily operation of the school's SEND policy and the coordination of provision.
- Working collaboratively with class teachers enables the SENCO to develop and oversee the implementation of SEND Support Plans and is therefore able to advise on suitable provision such as strategies, resources and interventions, including delegated budgets.
- By equipping staff with relevant knowledge, skills and approaches through in service and external training the SENCO ensures all staff have ongoing professional development regarding SEND and relevant legislation.
- The SENCO forges supportive relationships with parents and carers, other educational settings and external agencies in order to follow a graduated approach to SEND support.

Class Teachers (links to teaching standard 5)

- Teachers are responsible and accountable for the progress of pupils with SEND. Teachers adapt teaching to respond to the strengths and needs of all pupils with SEND, knowing when and how to differentiate appropriately. (Quality First Teaching).
- Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these.
- Teachers use and evaluate distinctive approaches to engage and support the needs of all pupils with SEND, ensuring they have high aspirations of every pupil.
- Teachers work alongside support staff to plan effective provision linked to progress targets outlined in Support Plans and Provision Maps.

Support Staff

- Support staff work as part of the whole school approach, collaborating with class teachers and the SENCO to deliver interventions and support to pupils with SEND.
- The support provided by support staff is focussed on the achievement of specific outcomes outlined in a Support Plan.



Our Support Team

Mrs. Karen Martin

Mrs Martin has had extensive experience of planning and supporting pupils with SEND, in particular providing 1:1 support for pupils with Autism and Down Syndrome. Karen works with SEND children within their core subjects of English and Mathematics, ensuring they are given the appropriate resources and support to make rapid progress. Karen has received training in the delivery of Rapid Phonics, Rapid Maths, Relaxed Kids and Sensory Strategies.

Ms. Heather Price

Ms Price has had extensive experience of planning and supporting pupils with Autism and Speech, Language and Communication Needs. Heather has received training on Autism and has worked closely with external agencies such as Occupational Therapists and Speech and Language Therapists. Heather is highly experienced when working with SEND pupils in the Early Years Foundation Stage and has experience of delivering targeted interventions

Mrs. Jean Craggs

Mrs Craggs has a wealth of experience of planning and supporting pupils with SEND, in particular providing 1:1 support for pupils with Autism, Down Syndrome, Physical Difficulties and Speech Disorders. Jean supports SEND children within their core subjects of English and Mathematics. She has received training in the delivery of Rapid Phonics, Rapid Maths and Read Write and works closely with external agencies such as Speech and Language Therapists.

Mrs. Kelly Mulholland

Mrs. Mulholland has experience of planning and supporting pupils with Autism. Kelly has received training regarding Autism and she has worked alongside many external agencies such as Occupational Therapists and Speech and Language Therapists. Mrs. Mulholland has developed many strategies to support pupils including creating a 'Sensory Den' in school. Kelly is highly experienced when working with SEND pupils in the Early Years Foundation Stage.

Mrs. Alisha Carr

Mrs. Carr has a range of expertise in supporting pupils with SEND. She has received training in 'Sensory Strategies and 'Relaxed Kids'. Alisha delivers whole school interventions to target groups of SEND. She works alongside external agencies such as Speech and Language Therapists to deliver targeted personalised programmes on a 1:1 basis for pupils. Mrs Carr is developing her experience of planning and supporting pupils with Autism.

Initial Identification

As a school we value the importance of 'Early Identification' in order to intervene and support the learning of SEND pupils. Following discussions, observations, assessments and analysis of data staff identify any pupils with Special Educational Needs. Children with SEND may also be identified by external agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any concerns. When a child is identified as having SEND they will be placed on the SEND register under the appropriate category. The SENCO maintains the register as a working document which includes the child's name, date of birth, details of SEND, and involvement of external agencies.

The triggers for SEND support are that, despite receiving 'Quality First Teaching' the child:

- continues to make little or no progress in specific areas over a period of time
- continues to work at National Curriculum levels that are substantially below that expected of children at a similar age
- continues to have difficulty in English and/or Mathematics skills
- has emotional difficulties which substantially interfere with the child's own learning
- has a sensory or physical need that requires additional specialist equipment or regular advice from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning



Strategies used to support pupils with SEND:

Quality First Teaching

The key to success for all learners is Quality First Teaching. All teachers are responsible for meeting all pupils' individual needs by developing effective personalised teaching styles. This whole school approach is available to all pupils, on an individual basis if needed, as a means to remove barriers to learning. Through staff working together as a team and in partnership with pupils and their parents, we strive to ensure the following aims are met.

SEND Support

After the initial identification class teachers create individual 'Support Plans' which may be long or short (*appendix 1 and 2*), which outline future targets for any pupils with an identified SEND. The teacher then provides interventions through 'Quality First Teaching', that are additional to those provided as part of the school's differentiated curriculum. Teachers adopt a 'Plan, Do, Review' approach which allows them to regularly reflect and adapt approaches. If necessary the SENCO, in partnership with the child's parents may refer to external agencies such as Educational Psychology or Specialist Support Teams for additional support.

Pastoral, Medical and Social Support

The whole school works as a team in order to ensure each child's needs are met effectively. We have number of systems in place to support children who may have pastoral, medical or social needs. The support given is individualised to the child and could come in a variety of forms including:

- Relaxed Kids Programme
- Lego Therapy sessions
- Getting Along Programme
- Buddy System
- Draw and Talk Therapy sessions

Mrs. Karen Illingworth is the designated Pastoral Leader with responsibility for producing a Personal Behaviour Support Plan or Personal Handling Plan to support pupils with difficulties in the area of Social, Emotional and Mental Health.

Evaluating the effectiveness of provision

The SENCO ensures staff review support plans termly as a whole staff, this ensures best practice, training and resources can be discussed and shared within school. Support plans are shared with parents and carers in Parent Consultation meetings. The progress of children with SEND is closely monitored by the SENCO and class teacher. This information is used within Pupil Progress Meetings to evaluate and review the effectiveness of support and plan future next steps to ensure all pupils with SEND make sustained progress in school.

Education, Health and Care Plan (EHCP)

Where, despite the school having taken appropriate action to identify, assess and meet the needs of a pupil with SEND, the child has still not made expected progress, the school will consider requesting an Education, Health and Care Plan. The Local Education Authority will expect to see evidence of previous action taken by the school.

All children who are given an EHCP have short term targets that have been set for them after consultations with parents, carers and where appropriate, the child. An EHCP is reviewed annually and will last until the targets have been met or when the child becomes 25 years old.



Parent Partnerships

As outlined in the Code of Practice 2014, we support the participation of parents and carers and value their contribution when reviewing outcomes for pupils with SEND. We recognise parents hold key information regarding their children and have vital knowledge and experience to contribute to a 'Person Centred Approach'. We aim to work alongside parents and carers right from the initial identification of a difficulty, through the 'Plan Do Review' process and during the EHCP referral. All parents of SEND pupils will be treated as partners and are supported to play an active role in their children's education. We endeavour to keep parents and carers informed about their child's SEND and invite them to all review meetings.

External Agencies and Partnerships

The school promotes strong working relationships with a wide range of external agencies who provide services to children with SEND and their families. As a school we work with a number of external agencies including:

- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Emotional Wellbeing and Effective Learning team (EWEL)
- Speech and Language Team
- Family Workers
- Medical Professionals
- Occupational Therapy
- One Point
- Social Workers

Continuing Professional Development (CPD)

As a school, this is a term we use to describe a commitment to lifelong learning. The SENCO is responsible for supporting SEN Continuing Professional Development to school staff. The SENCO identifies specific areas of need and provides professional guidance to colleagues as part of the development of SEND provision and policy, this may include coaching and mentoring, whole school training or networking. Links with external agencies may also be used to deliver staff training as a whole school or where there is a particular need. A register of SEN Continuing Professional Development is kept in the SENCO file, which is updated regularly.

Statement of Intent for Supporting Equality

Our School is committed to:

- anti-discriminatory practice (being fair and kind to all)
- promoting equality of opportunity (letting every child be able to try the same activities)
- valuing diversity for all children and families (celebrating how we are all different)

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued (make sure all children can try activities, listen to other's ideas and feel happy to put their own ideas into words);
- Include and value the contribution of all families to our understanding of equality and diversity (let families give their own ideas about how people are different);
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people (share information that shows we are all different and says this is ok);
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity (keep getting better at knowing how to treat all people fairly and in a supportive way); and
- Make inclusion a thread that runs through all of the activities of the school (try to make sure we always encourage children and adults to try their best and have a go at activities).



- Make “reasonable adjustments” for children who need them (support each child the best way for them). For example, we have accessible toilets and an accessibility ramp.
- Our Accessibility plan can be found on our school website in the ‘School Office’ section, within ‘Policies’.

How do we spend Notional budgets?

The main part of our SEN budget is spent on support staff. We allocate some of our funding on training and resources.

Our Pupil Premium funding is spent mostly on support staff and extra teaching support. This is used to help all eligible children achieve their best. Our Pupil Premium report including impact statements can be found on our website under the ‘Performance’ section.

Compliments and Complaints

We welcome comments about:

- What we are doing right for children with a SEND.
- What we can change to make life better for children with a SEND.

Any comments can be written and sent into school and meetings with the Head Teacher or SENCO can be requested. Please see our complaints policy on our website for further information.

Transition

Systems are in place to gather and maintain information on all children including those with SEND. We have strong links with other nursery units and educational setting, in particular Lumley Junior School. We offer additional visits in small groups and on an individual basis to ease the transition of pupils with SEND.

Additional Information

A copy of the most recent, updated, SEND Code of Practise 2014 can be downloaded from:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practise January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practise_January_2015.pdf)

The Local Authority Local Offer information can be seen on:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/home.page>



Appendix 1 (Short Support Plan)



Support Plan **Term / Year**

Name

DOB

Date of Meeting:

Review Date:

Place a recent photograph of the child here.

Write 2-3 sentences here to give a brief description of child's difficulties.

To help me you can:

- *Bullet point specific strategies for adults to support the child.*
- *Take advice from reports completed by external agencies where necessary.*

Signed: *Mrs T Wilson* (Head Teacher)

Checked by SENCO: _____

Signed *Mrs Louise Phillips* (SENCO)



Appendix 2 (Long Term Plan)

Front page:



Support Plan **Term/Year**

Name

DOB

All about Me

Include a few sentences about the child. How old are they, whose class are they in, who do they live with, any pets, favourite colour etc....

Special Educational Needs:

- *Include specific diagnosis*
- *Include any areas of cognition, sensory/physical needs, behavioural or communication and language difficulties*

How you can help me:

- *Briefly outlines things that adults can do to support the child with main difficulties*
-

Things that I like:

- *Briefly explain specific things children are motivated by or are good at both in and out of school.*
-

An updated (recent) photograph of the child to be inserted here.

Back page:

Agreed Outcome and Targets

Term / Year

Date of Meeting:

Review Date:

***No more than 5 target per term. Targets need to be measurable.**

| Short Term Outcome: | Strategies: | How often will this happen? | Person Responsible | Resources | Cost | Has outcome been achieved? |
|---------------------|-------------|-----------------------------|--------------------|-----------|------|----------------------------|
| 1. | • | • | • | • | | |
| 2. | • | • | • | • | | |
| 3. | • | • | • | • | | |
| 4. | • | • | • | • | | |
| 5. | • | • | • | • | | |

Signed: Mrs T Wilson (Head Teacher)

Signed: Mrs Louise Phillips (SENco)

Checked by SENCO: _____