



# **Lyme Community Primary School Special Educational Needs Policy**



## **Lyme Community Primary School SEN Policy**

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### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

**A child or young person has SEN 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 or a young person has a learning difficulty or disability if they:**

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

**A child under compulsory school age has special educational needs if they fall within the definition at:**

- (a) above
- or
- (b) would do so if special educational provision was not made for them.

Children **must not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support was made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view information describing this new pathway on St Helens LEA SEND Local Offer website:

[www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer](http://www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in St Helens that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.



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## MISSION STATEMENT

Lyme aims to be a dynamic and innovative learning community always striving for continuous improvement. We are dedicated to combining academic excellence with a richness of opportunity beyond the classroom. We are committed to providing outstanding learning experiences. We are passionate about ensuring every child achieves their maximum potential in a caring and safe environment.

**'I CAN' 'Inspire, Challenge, Achieve, Nurture'**

## AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- ❖ to create an environment that meets the special educational needs of each child;
- ❖ to ensure that the special educational needs of children are identified, assessed and provided for;
- ❖ to make clear the expectations of all partners in the process;
- ❖ to identify the roles and responsibilities of staff in providing for children's special educational needs;
- ❖ to enable all children to have full access to all elements of the school curriculum;
- ❖ to ensure that parents are able to play their part in supporting their child's education;
- ❖ to ensure that our children have a voice in this process.

## EQUALITY ACT 2010

This policy reflects the school's general and specific duties, as detailed in:

- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

It also refers to the Equality Act 2010 which has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of:

### Race:

- The definition of race includes colour, nationality and ethnic or national origins;



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- Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils;
- Segregating pupils by race or ethnicity;
- Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity.

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations. Under the Equality Act, this has been replaced by the general equality duty and the specific duties.

## **Religion or belief:**

The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

## **RESPONSIBILITY FOR THE COORDINATION OF SEN PROVISION**

The person responsible for overseeing the provision for children with SEN is Mrs Cribb (Headteacher).

The person coordinating the day to day provision of education for pupils with SEN is Miss Burns (SENCo).

## **ARRANGEMENTS FOR COORDINATING PROVISION**

The SENCO will hold details of all SEN records for individual pupils.

### **All staff can access:**

- ❖ The Lyme Community Primary School SEN Policy;
- ❖ A copy of the full SEN Register;
- ❖ Guidance on identification of SEN in the Code of Practice;
- ❖ Information on individual pupils’ special educational needs, including Pupil Profiles, targets set and copies of their provision map;
- ❖ Practical advice, teaching strategies and information about types of special educational needs and disabilities;
- ❖ Information available through St Helens LEA SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the



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individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

## ADMISSION ARRANGEMENTS

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## SPECIALIST SEN PROVISION

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

## FACILITIES FOR PUPILS WITH SEN

The school complies with all relevant accessibility requirements as advised in the Equality Act (2010).

## IDENTIFICATION OF PUPILS NEEDS

### Identification:

See definition of Special Educational Needs at start of policy.

### A Graduated Approach:

#### Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents / carers will be informed fully of every stage of their child's development. They are encouraged to share information and knowledge with the school.
- g) Parent's evenings are used to monitor and assess the progress being made by children.

### SEN Support

Where it is determined that a pupil does have SEN, parents / carers will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the



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school to 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 ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents / carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents / carers.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents / carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or 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.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day 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 teaching assistants or our learning mentor to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents / carers. The class teacher, in conjunction with the SENCO or learning mentor, will revise the support and outcomes based on the pupil's progress and development making any necessary



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amendments going forward, in consultation with parents and the pupil.

## Referral for an Education, Health and Care Plan

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 / carer. 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 in consultation with the parent / carer. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Learning Mentor
- Social Care
- Health professionals
- Other Educational professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents / carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the St Helens LEA SEND Local Offer:-

[www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer](http://www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer)

## Education, Health and Care Plans [EHC Plan]:

- a. Following Statutory Assessment, an EHC Plan will be provided by St Helens Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents / carers will be involved developing and producing the plan.
- b. Parents / carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents 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.



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## **ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents / carers and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents / carers for other flexible arrangements to be made.

Regular training and learning opportunities are provided for staff on the subject of SEN and SEN teaching. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **INCLUSION OF PUPILS WITH SEN**

The Headteacher and SENCo oversee the school's policy for pupils with SEN and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Multi Agency Meeting.'

## **EVALUATING THE SUCCESS OF THE PROVISION**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents / carers and pupils throughout the year. This is done through discussion with parents / carers at review meetings and at parents' evenings. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a whole school provision map, which are updated when the intervention is changed. The provision map is updated by the SENCo in consultation with the class teacher. The interventions are monitored and evaluated termly by the SENCO. This monitoring helps to identify whether provision is effective.



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## **COMPLAINTS PROCEDURE**

If a parent / carer has any concerns or complaints regarding the care of welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on formal procedures for complaint.

## **IN SERVICE TRAINING (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, termly SEN meetings and in conjunction with the Headteacher facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we support this professional development.

## **LINKS TO SUPPORT SERVICES**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents /carers.

## **WORKING IN PARTNERSHIP WITH PARENTS / CARERS**

Lyme Community Primary School believes that a close working relationship with parents / carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision;
- b) continuing social and academic progress of children with SEN;
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents/ carers and the pupil will always be consulted with regards to future provision. Parents / carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and



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consulted on any points of action drawn up in regards to the provision for their child.

## **PUPIL PARTICIPATION**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets for their Pupil Profiles and in the termly review meetings. Children are encouraged to make judgements about their own performance against their Pupil Profile targets. We recognise success here as we do in any other aspect of school life.

## **LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS**

Lyme Community Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with the following:

- Occupational Therapist
- School Nurse
- Physiotherapist
- Play Therapist
- Family Link Worker
- Social Services
- First Response Team
- Inclusion Support Team
- Educational Psychologist
- Behaviour Improvement Team
- CAHMS – Child and Adolescent Mental Health Service
- Visual Impairment Service
- Children's Disability Service
- Language and Social Communication Team
- Hearing Impairment Service
- English as an Additional Language Team
- Traveller Service
- Learning Support Service
- Speech and Language Therapist

**Policy agreed by Governors - January 2016**

**This policy will be reviewed every 2 years**