

Lovers' Lane Primary and Nursery School



Special Educational Needs and Disability (SEND) 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 has a 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) or (b) above or 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.

Mission statement

At Lovers' Lane Primary School, we work in partnership with home and the community. We will strive to provide exciting, challenging experiences and high quality teaching and learning within a happy, supportive environment, encouraging children to respect themselves and apply our school core values. These are Show respect, Work together, Aspire and Nurture. Through these core values, Lovers' Lane Primary school celebrates their achievements and develops an independent spirit to aspire into the future.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

The aim of our SEN provision is to ensure that the children will have access to a curriculum and resources, which will help them to progress at their own pace and level in order to achieve their maximum potential. SEN in this school is the shared responsibility of the parents/carers, the school and Local Agencies. We ask all who work within this partnership to have regard and respect for our mission statement.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is done by gathering information from Parents/Carers, education, and health and care services prior to the child's entry into the school. If children are not making progress, class teachers will then identify these children to the SENCo during pupil progress meetings as well as using in school procedures.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with

SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. This is done through our cycle of pupil progress, SAFS (School and family services) as well as having individual provision maps with goals set by the class teacher, SENCO and shared with the pupil/parents/carers as well as the appropriate outside agencies.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum or the Early Years Foundation Curriculum.** This will be co-ordinated by the SENCO and SLT, which will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular updates on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. This will be done by teachers, SEND Support Plans and verbally as and when required.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.
- **Currently work closely with:** Family SENDCo, School nurse – Healthy Families Team, SBAP, CASY, Children's Centre, Ed Psych, SFSS, Early Years, Communication and Interaction, SALT, Visual Impairment team, Social Services, Suthers Academy, Magnus Academy and Newark Academy. These agencies all play a part to ensure that the individual child/family has the best possible provision we can provide for their current situation.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Miss Jenny Hodgkinson (HT)
- The person co-ordinating/leading the day to day provision of education for pupils with SEND is Mrs Amy Graham (SENCO)
- For visiting professionals see 'Currently work closely with' above. These professionals visit and support our school on a regular basis when needs arise.

3. Arrangements for coordinating SEND provision

The SENCO and class teachers will hold details of all SEND support records such as provision maps, Learning Conference work which contain subject/SEMH targets for individual pupils as well as intervention work.

All staff can access:

- The Lovers' Lane Primary School SEND Policy;
- A copy of the full SEND Register or alternative school documents used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);

- Information on individual pupils' special educational needs, including SEND support plans and other targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the secure staff system on individual pupils and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. 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 individual needs of all pupils.

4. Admission arrangements

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

The Foundation Stage leader will visit new pupils in the home or offer a meeting in school prior to them starting the Foundation Stage Unit in order to offer support and advice as well as seek details about the child and their learning to best support them on entry to the unit. If the child has attended a previous Early Years setting, they are contacted too to aid a smooth transition and a discussion made with the professionals involved.

Year 6 transition to local secondary schools is rigorous and effective for all children's needs. Our year 6 class teacher and SENCo will regularly meet with the relevant staff and agencies for a smooth transition. Packages are put in place where required and appropriate for the individual's needs. This could be more visits, meetings with tutors etc.

5. Specialist SEND provision

Currently Lovers' Lane Primary School has 25 pupils on the SEND register. There are 78 on the School and Family Support (SAFS) register (as of summer 2 2022) but this number changes termly. This is in line with the Notts Pathway for Provision in order to monitor and support vulnerable pupils and their families.

We offer training and support for staff members working with children who have particular needs as well as whole school training with outside agencies and Newark Town family of schools. CPD is also lead by the SENCO in line with children's needs.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion, see section 10.

6. Facilities for pupils with SEND

The school has a range of supporting SEN facilities in place. These are:

1. Sensory Room
2. Immersion Room
3. Nurture support where required
4. Multiple shower rooms for changing needs
5. Additional spaces in school for individual and group interventions

7. Allocation of resources for pupils with SEND

All pupils have monies for their basic entitlement as well as the school receiving monies for deprivation support. Some pupils with SEND may access additional funding. This additional funding might be from a budget, which is devolved to and moderated by the Newark Town Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Staff are allocated to meet the needs of the individual child. This could include 1-1 support for the whole day, for parts of the day or small group work. This is regularly reviewed according to the impact and needs of the child. Specialist equipment will be purchased if necessary to support learning needs of individual children.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at the 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 National Curriculum boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored/assessed 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/make adaptations to lessons, 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. This may also include informing the SENCO and/or safeguarding/attendance officer for the monthly Pathways for Provision monitoring meeting (SAFs team) as well as bringing the child's needs to pupil progress meetings with SLT.
- e) Staff will use the intervention provision trackers to allocate the intervention and support required. This is then monitored half termly by the SENCO
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parent/teacher meetings will aid this as well as those requiring and a SEND Support Plan.

- i) The child is formally recorded by the school as being under observation due to concern by parent or teacher using an intervention but this does not place the child on the school's SEND register. Parents are given this information. It is recorded and retained by the school as an aid to further progression and for future reference.
- j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. Interventions are monitored half-termly and Support Plan targets are reviewed and set termly.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school system. The aim of formally identifying a pupil with SEND is to help school 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. The pupil's views and where relevant, advice from external support services will 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.

Plan

Planning will involve consultation between the teacher, SENCo and parents 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 and /or relevant specialist staff 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 will be undertaken in line with agreed dates. 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 their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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. 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 EHC plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health 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 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 found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

Alternatively, by speaking to an Education, Health and Care Plan Co-ordinator on:

Ask Us Nottinghamshire on 0115 8041740

Or by contacting the Ask Us (formerly Parent Partnership) Service on:

Telephone
0800 121 7772

E-mail
enquiries@askusnotts.org.uk

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County 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 will be involved developing and producing the plan.
- b. Parents 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.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

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

The school curriculum has been put in place to cater for the needs of all children. When taking children out of school to enrich their learning, each child will be considered with their individual needs. We are constantly reviewing and developing the curriculum alongside our core values to promote all learners.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated or adapted where necessary.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Senior Leadership Team (SLT) oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by SLT 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 Springboard meetings, Early Help Unit and the Multi-Agency Safeguarding Hub as well as SBAP, Social Services and the School Nurse.

All children are included in extra-curricular activities that they choose as well as visits and school outings to enhance learning and various other skills.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is carried out through pupil progress meetings, SAFs meetings and Parent/Teacher meetings. In addition, we encourage Parents/Carers to speak daily to class teachers as well as attend open afternoons where they are asked to complete questionnaires depending on the school focus at the time. Pupils are given the opportunity to speak to class teachers and SENCO to give feedback on provision and learning.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is a half termly review of all interventions and the progress children are making with these during pupil progress meetings. The impact of these is fed towards the SAFs as to the impact and progression made on the learners with SENCO/SLT tracking this data.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The SENCO carries out the evaluation and head teacher/SEND governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Please see general complaints policy for procedure.

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

13. 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 SEND.

Our school operates the following training programmes:

The family SENCo periodically sends details of courses and training available to suit the needs of our school. The SENCo has completed the National SENCO award training at Nottingham Trent University with commendation.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. CPD is easily accessible for all staff to research and read for their own area of need as and when needed. This is updated and added to regularly.

We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEND 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 alongside the class teacher.

The services mentioned previously will be involved as and when is necessary.

15. Working in partnerships with parents

Lovers' Lane 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 SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- 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. The SENCO may also signpost parents of pupils with SEND to the local authority Ask Us service, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted about future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor Tom Cragg may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of Newark Family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Year 6 transition to local secondary schools is rigorous and effective for all children's needs. Our class teachers and SENCo will regularly meet with the relevant staff and agencies for a smooth transition. Packages are put in place where required and appropriate for the individual's needs. This could be more visits, meetings with tutors etc.

17. Links with other agencies and voluntary organisations

Lovers' Lane Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo (if needed SLT) is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Children's Centre
- Healthy Families team
- CASY counselling

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed ___ J. Hodgkinson_____ **(Headteacher)**

Date 12.9.22

Signed A.Graham **(SENCO)**

Date 12.9.22

Signed T.Cragg **(SEND Governor)**

Date 12.9.22

This policy will be reviewed annually.