Laburnum Primary School

Special Educational Needs and Disability (SEND) Policy and Information Report

Updated by:	SENDCo	**Approved Date:** July 2019
Last reviewed:	June 2019	
Next review due by:	July 2020 (Review annually)	

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (DfE, Sep 2014), Children and Families Act 2014 and associated regulations, Equalities Act (2010) and the Schools Admissions Code (DfE, 2012).

This policy should be read in conjunction with the following school policies:

- Behaviour Principles & Relationships Policy
- Equalities Policy
- Safeguarding Policy

SEND Policy

Definition of SEN

By law, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (Children and Families Act, 2014, Part 3, §20 (1)) and the educational provision that is required to meet the needs is 'special'. A young person has such a difficulty if s/he experiences

- significantly greater difficulty in learning than the majority of same-age peers, or
- s/he has a disability which prevents him (or her) from making use of (educational) facilities 'of a kind generally provided for' same-age peers in mainstream educational institutions.

(Children and Families Act 2014, Part 3, §20 (2))

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010. This is defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more'. 'Substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, p5). This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

Aims and objectives

The aims of this policy are:

- to facilitate an environment that meets the special educational needs of each child;
- to enable the best possible outcomes, aspirations and achievement for children and young people educated within the school and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND);
- to inform all parties how SEND are identified and provided for so that children and young people with SEND have access to a full and varied curriculum;
- 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 a broad balanced and appropriate curriculum;
- to enable parents, carers and external agencies to work together with the school so that the needs of children and young people with SEND are fully met;
- to ensure that all children have a voice in this process.

Roles and Responsibilities	
The Class teacher Responsible for:	▪ Checking on the progress of all children and identifying, planning and delivering any additional help needed (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary. ▪ Writing Individual Support Plans (ISPs), and sharing and reviewing these with parents at least once each term and planning for the next term. ▪ Ensuring personalised teaching and learning where appropriate as identified on school's provision map. ▪ Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning. ▪ Helping children to manage their behaviour and to take part in learning effectively and safely. ▪ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
The SENDCo Responsible for:	▪ Developing and reviewing the school's SEND policy. ▪ Co-ordinating all the support for children with special educational needs or disabilities (SEND). ▪ Ensuring that parents are i) involved in supporting their child's learning, ii) kept informed about the support their child is getting, iii) involved in reviewing how they are doing. ▪ Liaising with all the other people who may be coming into to school to help support child's learning e.g. Speech and Language Therapy, Educational Psychology etc. ▪ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of children's progress and needs are kept. ▪ Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. ▪ Monitoring and evaluates the special educational needs provision and reports to the governing body. ▪ Managing a range of resources, human and material, to enable appropriate provision for children with SEND. ▪ Participating in SENDCo meetings within the within the local locality schools to share good practice.
Headteacher Responsible for:	▪ The day to day management of all aspects of the school, this includes the support for children with SEND. ▪ Ensuring that all children's needs are met. ▪ Allocating money to provide support for SEND pupils. ▪ Making sure that the Governing Body is kept up to date about issues relating to SEND.
The SEND Governor Responsible for:	▪ Making sure that the necessary support is given for any child who attends the school, who has SEND. ▪ Monitoring impact of spending and outcomes for SEND pupils. ▪ The governing body has an identified governor with a specific oversight of the school's provision for pupils with special educational needs. This is enabled through regular meetings with the SENDCo.

SEND Information Report

Educational inclusion

At Laburnum we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all children and we aim for all children to feel that they are a valued part of the school community.

a) Through appropriate curricular provision, we respect the fact that all children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates.

b) The kinds of special educational needs for which provision is made at Laburnum

Laburnum Primary is a mainstream school. Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning. Thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, specific skills support on a one to one or small group basis and other learning interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Needs are divided into four separate areas, although many children's needs will cross two or more sections:

Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
□ Speech and language needs □ Social communication □ ASD : Asperger's Syndrome and Autism	□ Children who learn at a slower pace than their peers □ Moderate Learning Difficulties (MLD) □ Severe Learning Difficulties (SLD) □ Profound and Multiple Learning Difficulties (PMLD) □ Dyslexia □ Dyscalculia □ Dyspraxia	□ Withdrawn, isolated, challenging or disturbed behaviour □ Attention difficulties including ADHD □ Anxiety □ Depression □ Self harm or substance misuse □ Eating disorders □ Other unexplained physical symptoms	□ Vision impairment (VI) □ Hearing impairment (HI) □ Multi-sensory impairment (MSI) □ Other physical disabilities

We ensure that our admission arrangements for students do not discriminate against or disadvantage disabled children or those with special educational needs.

SEND Provision

1. Identification and assessment of pupils with special educational needs

At Laburnum, we assess each student's needs on entry. Identification of needs will be through ongoing assessments by the child or young person's teachers. If progress is causing concerns in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness, then the Special Educational Needs Co-ordinator (SENDCo) will be informed. In addition, all children entering the school will complete the British Vocabulary Scale standardised testing to assess a child's receptive (hearing) vocabulary.

Many of the children who join our school have already attended an early educational setting and often children join us with their needs already assessed. All children are assessed when they join our school or nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all children.

Limited progress and low attainment do not necessarily mean that a child has Special Educational Needs and should not automatically lead to a pupil being recorded as having SEND. However, if our regular assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's name is recorded on the SEND register for identification and monitoring. If the concerns continue, we increase the level of targeted support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCo, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs. The SENDCo will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

If pupils continue to make inadequate progress, in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. 'Inadequate progress' is that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap
- widens the attainment gap

SEND Code of Practice (2014, 6.17)

The outcome of this more detailed assessment will be shared with parents/families and the student, and we will discuss with them what additional resources and different approaches are required to enable the pupil to make better progress. We will put the outcome of this discussion into an SEND support plan and will be reviewed regularly, and refined / revised if necessary. At this point we will have identified the pupil has a special educational need and make special educational provision for the pupil, which is additional and different from what is normally available.
When a pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

2. Provision for pupils with special educational needs

Special educational provision is an educational or training provision that is additional to or different from that made generally for other children or young people of the same age. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school will take a graduated response to supporting children and young people with SEND (following guidance in Central Bedfordshire's SEN Graduated Response documents).

The Special Educational Provision in place should follow the four-part cycle:

1. **Assess**. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

2. **Plan.** This is likely to involve the SENDCo, working with teachers to plan appropriate provision which is clearly communicated with all concerned. This may be in-class support or more individual provision. Any planning will have a clear focus on expected outcomes for the child or young person.

3. **Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

4. **Review.** The progress of students who are receiving SEND Support should be reviewed termly, and will form part of the regular tracking processes.

3. Laburnum approach to teaching pupils with special educational needs

We make every effort at Laburnum to ensure high quality differentiated teaching in our classrooms for all our pupils. In meeting the needs of individual students in classroom, the school employs some additional teaching approaches.

Class teacher input via excellent targeted classroom teaching (Quality First Teaching). This is support provided at Stage 1.
The class teacher has the highest possible expectations for all pupils in their class.

All teaching is built on what children already know, can do and can understand.

Different ways of teaching are in place to ensure children are fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENDCo) are in place to support all children's learning.

The class teacher will carefully check children's progress, identify any gaps in their understanding/learning and needs and provide extra support to help them make the best possible progress. They will devise specific group work intervention which may be run in the classroom or outside, by a teacher or a Teaching Assistant (TA).

Where a child has SEND that can be met with high quality, differentiate classroom teaching, they will be recorded as a 'concern' on the school's SEN register so that all relevant staff are aware of their needs and strategies to support them in school.

Specialist groups run by outside agencies e.g .Speech and Language Therapy. This is support provided at Stage 2.
This means they have been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team or Education Psychology Service (EPS), or outside agencies such as Speech and Language Therapy (SALT). The specialist professional will work with particular child(ren) to understand their needs and make recommendations as to the ways the child is given support.

When it is felt that a child or young person requires Special Educational Provision as outlined above, the school will enter their names on their SEN register as requiring SEN Support and will set up an Individual Support Plan (ISP) and this is reviewed termly with parents and all relevant agencies. This may be referred to as an Individual Education Plan or IEP.

Specified individual support. This is support provided at EHC needs assessment.
This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means children have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews

4. Laburnum arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school is continually monitored by his/her class teacher. The SENDCo tracks all children on the SEND register each term and uses provision intervention mapping to track and evaluate intervention programmes. If these assessments do not show adequate progress, the Individual Support Plan (ISPs) will be reviewed and adjusted. We will make every effort to ensure that parents/families and the pupils will be actively involved at all stages in this process. The SENDCo is involved in supporting teachers involved in drawing up ISPs for children.

At the end of each educational phases (i.e. at the end of Early Years Foundation stage, year 2 and year 6) all children are required to be formally assessed by using the Foundation Stage Profile or Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results are published nationally.

At the end of year 1, children will undertake a phonic screening. These results will be published nationally.

Teachers meet on a termly basis as part of pupil progress meetings with the head teacher.

Regular book scrutiny and lesson observation will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

Review of all interventions will be carried out termly (or at the end of the intervention programme) and evaluations of effectiveness will be reported to the head teacher and SENDCo.

5. How Laburnum adapts the curriculum and learning environment for pupils with special educational needs.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of the child where necessary. Specific resources and strategies will be used to support children with SEND individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet each child's learning needs.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been allocated and the subsequent impact.

The Headteacher and the SENDCo meet regularly to agree on how to use funds directly related to SEND provision.

6. Additional support for learning that is available to pupils with special educational needs.

The degree and kind of support required for each pupil with SEND to make good progress will vary. The school budget, received from Central Bedfordshire LA, includes money for supporting children with SEND. The head teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher / SENDCo considers all the information they have about SEND in the school, including:

- the children getting extra support already;
- the children needing extra support;
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed;

- the child's view will be sought informally and for review meetings; this may not always be possible with very young children or children with delayed development.

Laburnum Primary Schools offers a range of additional support including literacy and numeracy interventions and play therapy sessions.

7. How Laburnum enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

All clubs, trips and activities offered to pupils are available to pupils with special educational needs. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

8. Support that is available for improving the emotional and social development of pupils with special educational needs.

At Laburnum, we recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The Emotional Health and Well-being of all our pupils is very important to us. We have a robust Child Protection Policy; we follow National and LA Guidelines and have Behaviour Policy in place. The head teacher, deputy head teacher, senior teachers and all staff continually monitor the Emotional Health and Well-being of all our pupils. If appropriate, we can refer to external agencies such as CAHMS or Jigsaw for additional family support. In addition, all classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development and we are a Values based education school.

- **Expertise and training of staff**

The SENDCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

- **Equipment and facilities to support children and young people with special educational needs**

The school is fully compliant with Disability Discrimination Act and building requirements. We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs. All classrooms are on one level and can be altered to provide access to the outside via ramps as necessary. There is a disabled toilet. After school provision is accessible to all children including those with SEND. School trips and extra-curricular activities are accessible for children with SEND.

Partnership with parents

Laburnum works closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with SEND.

All parents of pupils at Laburnum are invited to discuss the progress of their children during the Autumn and Spring term and will receive an end of year written report in the Summer Term. In addition, parent/carers will be invited to all planning and reviews of provision for SEND and actively supported to contribute to assessment, planning and review. Wherever possible annual reviews will also include other agencies involved with the pupil. Information will be made accessible for parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school, we encourage all children to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets in their ISPs. Children are encouraged to make judgements about their own performance against their ISP targets as part of person-centred planning. We recognise success here as we do in any other aspect of school life. (ISPs may also be known as IEPS).

Complaints from parents of pupils with special educational needs concerning the provision made at the school

Laburnum Primary School has a formal complaints procedure for any complaint made by parents/carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns with their class teacher, SENDCo or Headteacher as the first point of contact. If the issue has not been resolved, then the complainant should be advised to write to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

Laburnum complaints procedure can be found on the Policies and Guidance page of our website.

School Agency Partners

Laburnum have engaged with the following bodies:

- Attendance Officer Local Authority Provision delivered in school
- Autism Outreach Service
- Educational Psychology Service
- CBC SEND Parent Support Team
- Jigsaw Behaviour Intervention
- Team Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHS
- CHUMS
- SpLD Specialist
- Child Development Centre
- Play therapist
- Art therapist & Child Counsellor

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

For more information about these services, contact us on 01767 680 691 or e-mail us at office@laburnumprimary.co.uk

Further information is also available from Central Bedfordshire Council's website ~ www.centralbedfordshire.gov.uk

Transition

At Laburnum, we recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If a child is joining us from another school:

- We will contact the school SENDCo to discuss any special arrangements or support that might be needed to support child with SEND. We will arrange visits, if this is appropriate.
- The child will be able to visit our school and stay for a taster session, if this is appropriate.

If a child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or discuss the specific needs of each child.
- We will make sure that all records about your child are passed on as soon as possible.
- All children will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible all children will visit their new school on several occasions and usually staff from the new school will visit the child in this school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. ISPs will be shared with the new teacher.
- If the child would be helped by a book to support them understand moving on then it will be made for them.
- All children will visit their new classroom on 'move up day'. Children starting our school will be invited to this session.
- Additional transition visits to their new classroom, if required.
- Circle time to discuss any worries the children may have.

Due to close liaison, we have excellent links with our transfer schools within the locality.

The Local Offer

The local authority's local offer is published on www.centralbedfordshire.gov.uk. We advise parents and families without access to the Internet to make an appointment with the SENDCo for support to gain the information they require.

Laburnum SEND contact details:

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Coordinator (SENDCo). The named SENDCo is Mrs Boyall who is a qualified teacher and holds the National Award for SEN Co-ordination. She can be contacted by telephoning 01767 680691, e-mail at office@laburnumprimary.co.uk or make an appointment at the school office.
- The school SEND Governor can also be contacted for support.

Acronyms and Abbreviations:

- **SEND** ~ Special Educational Needs and Disability
- **SENDCo** ~ Special Educational Needs Co-ordinator
- **TA** ~ teaching assistant / support staff
- **ISP** ~ Individual Support Plan
- **EHCP** ~ Education, Health and Care Plan
- **ASD** ~ Autistic Spectrum Disorder
- **EPS** ~ Education Psychology Service
- **SALT** ~ Speech and Language Therapy
- **CAMHS** ~ Child and Adolescent Mental Health Services
- **CHUMS** ~ Child Bereavement & Trauma Service
- **SpLD Specialist** ~ Specific Learning Difficulties Specialist