

Lever Edge Primary Academy



Special Educational Needs and Disabilities Policy

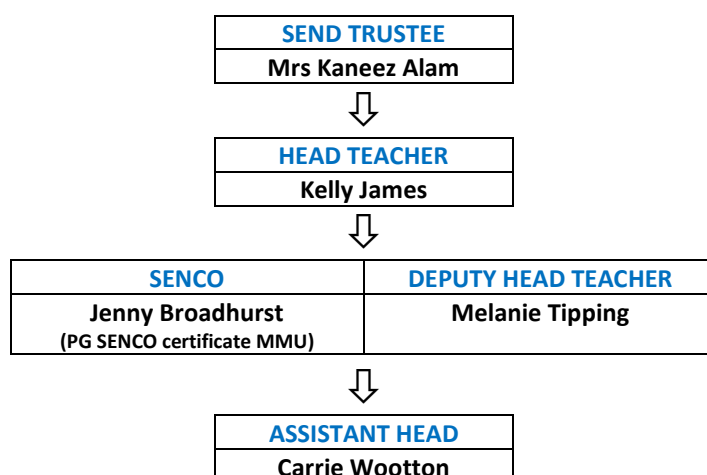
Reviewed: Autumn Term 2024
Next Review: Autumn Term 2025



PROUD TO BE A
MUSIC MARK
SCHOOL
2023 - 2024



SEND TEAM



“All teachers are teachers of children with Special Educational Needs” – SEND Code of Practice 2014

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

Ethos

Lever Edge Primary Academy aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school and to make the best progress that they can. Our aim is that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem becoming confident individuals living fulfilling lives.

We believe that with the right strategies and support nearly all children with Special Educational Needs can be successfully included in mainstream education. The teaching and learning achievements, attitudes and wellbeing of every pupil matters and should be valued in relation to their own possibilities, not the achievement of others.

Staff have high aspirations for all children.

Our Objectives

- To identify at the earliest opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents

- To work with the Academy Trustees to enable them to fulfil their statutory monitoring role with regard to SEND
- To work closely with external support agencies, where appropriate, to support quality teaching and learning for all pupils
- To ensure all staff have access to training and advice to support quality teaching and learning for all pupils

Defining SEND

The 2014 Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. At compulsory school age, this means they have a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Roles and Responsibilities

SEND Trustee:

- Meet with the SENCO
- Raise awareness of SEND on the Academy Board of Trustees
- Be part of the review of the SEND Information Report
- Have knowledge of SEND processes in the school

The SEND Trustee can be contacted through the school office: 01204 333679

The Head, SLT and SENCO:

- Provide strategic direction and development for SEND
- Support CPD for staff
- Ensure high quality teaching is delivered
- Ensure interventions are evidence based, appropriate and effective
- Ensure strong partnerships with parents
- Support the SENCO in monitoring the impact of provision

SENCO:

- Oversee the management of SEND provision
- Meet with the SEND Trustee, SLT, teachers, TAs as appropriate

Teachers:

- Plan, teach and evaluate the progress of all pupils
- Use the above to identify those with SEND and then follow the established procedures
- Liaise with other relevant staff – for example, Teaching assistants, SENCO.

Teaching Assistants:

- Be appropriately trained with a good knowledge of SEND
- Focus support for pupils on learning and development
- Liaise with other relevant staff – for example, teachers, SENCO

Identification, Assessment and Review Arrangements

The school has a policy of early intervention in order to address any difficulties before they become more serious. A variety of assessment procedures are used:

- Teacher assessment.
- Use of age expectation descriptors in reading, writing and maths.
- The school monitoring and tracking systems
- Standardised Tests in reading.
- Consultation with parents.

When a member of staff is concerned about a child's progress, the SENCO and the child's parents are informed. If extra support is required, the child is placed on the SEND Support List.

The SEND Support List is reviewed and updated termly by the SENCO.

When there continues to be concerns about a child's progress, despite the extra support, the child is assessed by an appropriate support service.

These processes are outlined in detail in the School Offer. (Attached)

Children on the SEND Support List: Stages of Intervention – The Graduated Approach

Where a child is identified as having SEND, the child's parents are consulted. School will then take action to remove the barriers to learning and put effective provision into place. The SENCO offers advice and support regarding the child's targets in class and suitable interventions and resources for the child. The SENCO is also involved in monitoring and reviewing targets where necessary.

Action is organised so that progressively stronger interventions can be used to meet increasing need. The range, type and intensity of interventions can be reduced as a child makes adequate progress. For most pupils, extra support will be provided in the classroom; where extra support involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum.

A child may access an intervention group and or 1:1 work if this is appropriate for their needs.

If the actions taken lead to the child overcoming their barriers to learning, a meeting with parents will be held and the child will be removed from the SEND Support List.

If adequate progress is not being made, then the child is moved onto the next level of support. Additional and different strategies are put in place. These may be informed by input from specialist outside agencies from whom the SENCO requests support and advice. The parents are informed and are fully involved in this process. An Early Help form will be used as appropriate.

A child may continue to access an intervention group if this is appropriate for their needs.

Children are initially supported in school using school resources; if further support is required, additional funding may be applied for.

SEND Support Plans

If a child is placed on the SEND Support List and adequate progress is not made, the child will be moved onto the next level of support and may have a SEND Support Plan. Support from external agencies is accessed at this point.

SEND Behaviour Support Plans

Children identified as having emotional, social or behavioural problems, are given a SEND Behaviour Support Plan. This aims to meet the needs of the child and allows small targets to be set and achieved in order to minimise or remove barriers to learning. The plans are reviewed half-termly and new targets are set.

Education, Health and Care Plans (EHCPs)

These were previously known as Statements.

If a child has a range of more complex learning difficulties or has behaviour, emotional and social difficulties, and fails to make adequate progress after the above interventions and reviews, then request may be made for the child to receive an Education, Health and Care Plan (EHCP). This would usually be after 3 unsuccessful intervention and review cycles.

An EHCP may mean that additional funding will be available to provide the appropriate support for the child; this funding may be used for 1:1 support, interventions or resources.

Parental Consultation and Involvement

The school firmly believes that parents should be consulted and informed of decisions and actions made at every stage; without parental support it is very difficult to fully meet the needs of the child.

All parents of children on the SEND Support List are invited into school each term to discuss their child – the progress made and future targets.

The SENCO is available each Wednesday after school for consultation with parents with any concerns.

Criteria for Evaluating the Success of the SEND Policy

Both the SENCO and the Assessment Leader analyse the progress made by children with SEND on a termly basis and compare this to the progress made by those children not on the SEND Support List to ensure that the children with SEND are making accelerated progress in attempt to close the gap with their peers.

A child is considered to be making good progress when:

- The attainment gap between the child and his or her peers closes (Age expected outcomes)
- The child demonstrates an improvement in self-help, social and personal skills
- The child demonstrates improved behaviour

Time slots for extra work specifically related to specific targets are timetabled regularly and are recorded and evaluated – for example, work relating to Speech and Language Therapy.

Achievements made by children with SEND in the end of Key Stage 2 SATs are also analysed and are compared to local and national figures.

Training programmes are implemented to ensure that all staff have appropriate knowledge, in order to implement the most effective strategies and teaching styles to support children.

This policy should be read in conjunction with:

The SEND Information Report
Mental Health and Wellbeing Policy
The Medical Policy
The Anti-Bullying Policy
Accessibility Policy
Teaching and Learning Policy
Equal Opportunities

This policy will be reviewed annually by the Board of Trustees.

Reviewed in: September

Next review date: September 2025