



Lomeshaye Junior School

Policy Statement

~ Inclusion and Special Educational Needs & Disabilities

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Inclusion Manager - Mrs L Kelly (NASENCo award)

Contact Details: senco@lomeshaye.lancs.sch.uk / 01282 612063

SEND Advocate on SLT - Miss S Jones

SEND Inclusion Manager Governor - Mrs S Safdar

1. Philosophy

At Lomeshaye Junior School we aim to meet the needs of all our pupils. All our children will have equal access to a broad, balanced curriculum at the appropriate level through quality first teaching. Every teacher is a teacher of every child including those with additional needs and school is committed to promoting Article 23 of the Conventions on the Rights of a Child which identifies each child as having the right to education and care if they have a disability. All pupils will be fully included in all areas of school life including after school clubs, residential activities, school trips, swimming, sporting events, regardless of their ability, culture, race or gender. The School's agreed admissions policy makes no distinction regarding pupils with special educational needs.

This policy has been developed with staff, governors, families and children and is in line with the SEND Code of Practice 2014.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- **Conventions on the Rights of a Child (UN 1989)**

This policy has been created by the school's Inclusion Manager, Mrs L Kelly, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

2. Basic information about SEND provision.

Principles and objectives:

We have regard to the definition of SEND stated in the 'SEN Code of Practice 2014', xiii

'A child or young person has SEN if they have a *learning difficulty* or *disability* which calls for *special education provision* to be made for him or her.'

Children have a *learning difficulty* or *disability* if they:

- a) have a significantly greater difficulty in learning than the majority of children 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.
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education 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.

Special educational provision means:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice 2014 i.e. communication and interaction; cognition and learning; social, mental and emotional health, and sensory and/or physical development. It is an ongoing process which includes assessment and intervention.
- We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- We believe that ***all*** practitioners are teachers of children/pupils with SEND and differentiate according to the needs of the children in their care.

- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher/ Inclusion Manager/deputy head teacher/head teacher/SEND governor.
- **Management of SEND within the school:**
- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Initially, children who make slower progress will be given carefully differentiated learning opportunities to support them to progress. This will be alongside regular and frequent careful monitoring of their progress. All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion Education Health Care plans in National Curriculum 2013:
 1. Teachers should set high expectations for every pupil (NC 4:1)
 2. Responding to pupils' diverse learning needs
 3. Lessons should be planned to ensure that there are no barriers to every pupil achieving (NC 4:3)
- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.
- All information appertaining to children with SEND is stored and shared in accordance with the Data Protection Act (2010).

3. Identification, assessment and review

At Lomeshaye we are committed to the early identification and intervention of children who may have SEND. We assess each pupil's current skills and attainment on entry, building on information from previous settings. We also consider evidence that

a pupil may have a disability under the Equality Act 2010 which ensures protection from discrimination on the grounds of a range of protected characteristics including disability. If a child is identified as having a disability, then school will make any reasonable adjustments we need to ensure that they can access all learning opportunities.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils using both quantitative and qualitative forms of data including PIVATS . We identify pupils making less than expected progress given their age and individual circumstances taking account of the following:

- children who are significantly slower than that of their peers starting from the same baseline.
- children who fail to match or better their previous rate of progress
- children who fail to close the attainment gap between themselves and their peers

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

STAGE 1

Lomeshaye's first response to children making less than expected progress will be quality first teaching targeted at the child's area of weakness (6.19 Code of Practice 2014).

STAGE 2

If progress continues to be slow/less than expected both the class teacher and Inclusion Manager will monitor or introduce and appropriate intervention, taking into account the views of both parents and pupils. Interventions are designed and put in place to secure better progress. This progress will then be reviewed and tracked over a term.

STAGE 3

At our school, the class teacher and Inclusion Manager consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment. At this point if the pupil continues to make poor progress we consult with our school Educational Psychologist. They may observe/assess the child and an action plan/pupil passport will be drawn up which details individualized intervention and provision. The Inclusion Manager will then track and monitor progress throughout the period of intervention. At this point the child will be placed on the Additional Needs Register as SEND Support.

We refer to the 4 broad areas of need outlined in the Code of Practice 2014. These areas are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP). The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice 2014 (6.44) and is in line with the LA policy. It draws on more detailed approaches, regular review and more specialist expertise in successive cycles enabling interventions to be matched to the needs of SEND children and young people. It forms the cycle of 'Assess, Plan, Do, Review.'

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The class teacher, working with the Inclusion Manager, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Once a child has been placed on the SEND register the class teacher, parents and pupils work together to devise targets linked to the child's area of need.

Education, Health and Care Plans

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The Inclusion Manager initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future

- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The Inclusion Manager will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Provision Mapping

The school uses a provision map to record all the interventions which are in place for children throughout the school. This document outlines the interventions which are in place throughout the school, the impact of these provisions and additional resources and funding linked to the provisions. The Inclusion Manager collates the provision and impact information. All staff ensure that they follow regulations as outlined in the Data Protection Act (2010) to keep information regarding a child secure. The SEND provisions are assessed and monitored termly through meetings with class teachers, parents, pupils and the Inclusion Manager. Teachers are encouraged to make changes to interventions as and when required rather than wait until a review is planned. The Inclusion Manager updates the document formally each term.

4. Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the Inclusion Manager. Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEND Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the Inclusion Manager and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Designated Senior Leader for Child Protection is Miss S. Jones.

Pupil participation

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.
- We encourage pupils to participate in their learning by creating their own targets as part of their individual IEP targets.

5. Staffing policies and partnership with external agencies.

Professional development for staff:

- We have a plan for all staff and the Inclusion Manager to be involved with further training in line with the priorities identified in the School Development Plan.
- We have staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The Inclusion Manager attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEND.

Support services available:

- Advice and support from outside agencies is available if requested by the school.
- We have links with various voluntary agencies that the school can contact and is available as a support for parents, if applicable.
- We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND support services, health services, social services, etc.

Links with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events and informal meetings.
- Records of all children are sent to the receiving educational establishment for their attention. The Inclusion Manager endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.
- The Inclusion Manager regularly attends the SENDCo Forums each term to liaise with other professionals regarding SEND developments and to enhance CPD.

6. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs or disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

Information contained in the relevant Health and Safety policies is always considered when involving any child in an activity and, information regarding children with specific medical needs and disabilities can be found on the schools Medical Needs Policy.

7. Transfer arrangements:

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. The Inclusion Manager meets with SENDCOs of high schools to discuss pupils individually and ensure that they have the best possible start to the next stage of their academic careers. Where feasible, The Inclusion Manager also meets with SENDCO's from feeder schools to discuss individual pupils who are joining us in year 3.
- When making choices about secondary schools, children with additional needs and EHC and their parents are encouraged to visit a range of schools to fully embrace the learning opportunities, resources and specialisms they can offer alongside those of mainstream settings.

8. Co-ordination of SEND Provision:

- The Inclusion Manager for our school is Mrs L Kelly.
- The Inclusion Manager is responsible for:
 - overseeing the day-to-day operation of the SEND policy;
 - co-ordinating provision for children with SEND;
 - ensuring there is liaison with parents and teachers for problem solving; planning support and teaching strategies in respect of children with SEND;
 - managing learning support assistants /and the SEND team of teachers;

- advising and supporting other practitioners in the school;
 - contributing to the CPD of the staff;
 - compiling and publishing the Local Offer;
 - compiling and publishing School SEN Information Report;
 - collecting and recording SEND data;
 - ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated;
 - liaising with external agencies including the LA's and educational psychology services, health and social services, and voluntary bodies to ensure joint commissioning of personalised, integrated support.
- The Inclusion Manager instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.
 - All staff are responsible for children with SEND.
 - Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:
 - Ajmil Hussain (SENDO Officer)
 - Acorn Psychology - (School Educational Psychologist and Specialist Teachers)

9. The role of the governing body:

The governor with responsibility for SEND is Mrs S Safdar.

- The governing body should:
 - Ensure that provision is made for pupils who have SEND;
 - ensure that the needs of pupils with SEND are made known to all who are likely to teach them;
 - ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND;
 - consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
 - ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
 - report to parents on the implementation of the school's policy for pupils with SEND;

- ensure the School SEN Information Report is published on the school website;
 - have regard to the Code of Practice 2014 when carrying out its duties to pupils with SEND;
 - ensure that parents are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
 - The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.
 - SEND provision is an integral part of the School Development Plan.

10. The Headteacher:

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the Inclusion Manager, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the Inclusion Manager will identify areas for development in special educational needs and contribute to the school's improvement plan.

11. Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We intend to develop our resources to support children with SEND that link with priorities stated in the school's development plan.
- We are developing a library/resource base of books/equipment/materials available for children with SEND. Various technological aids are available for us to use when necessary.
- Governors will ensure that there is a suitably qualified Inclusion Manager who has the time necessary to undertake the role.
- Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

- Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.
- The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.
- Training for teachers and teacher assistants is provided both within school and through other professional development activities.
- The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the Inclusion Manager.
- The Inclusion Manager will keep abreast of current research and thinking on SEND matters.
- The Inclusion Manager will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- The Inclusion Manager will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.
- External agencies may be invited to take part in INSET.
- SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.
- Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

12. Specialisms:

- We are developing particular expertise in ASC, VI, HI and SCLN;
- A resource base is equipped with additional materials and small groups of children are able to use the quiet room at special times if appropriate;
- We have specialist equipment for pupils who are visually impaired;
- We use the TEACCH methodology for pupils with autism;
- We have ongoing training and advice for VI, HI and speech and language pupils;
- The entrance is ramped and wheelchair users can access the main classrooms and toilet for the disabled;
- We have qualified speech and language staff.

13. Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review September 2019.

- The management group/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The Inclusion Manager and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEND.
- Provision maps are updated and monitored termly by the class teacher and Inclusion Manager.
- SEND is part of our school self-evaluation arrangements

14. Accessibility

The Equality Act (2010) placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Lomeshaye Junior School publishes its accessibility plans within its Local Offer This can both be found on the website at <http://www.lomeshaye.lancsngfl.ac.uk/>

15. Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Inclusion Manager
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chairman of the Governors

SED Policy implemented: September 2017

To be reviewed in September 2019

Signed: Inclusion Manager

LIST OF PERSONNEL INVOLVED IN SEN ISSUES

| NAME | POSITION | CONTACTS |
|------------------------|--------------------------------------|---|
| Lisa Kelly | Inclusion Manager | 01282 612063 |
| Sofia Safdar | SEND Governor | 01282 612063 |
| Barbara Sharman | School Nurse | 01282 657721 |
| Margaret Forbes | SEND Case Worker | 01282 471265 |
| Andrea Capelli | Link Inclusion Teachers | 07717440812 |
| Sarah Jones | Child Protection Co-ordinator | 01282 612063 |
| Ajmil Hussain | SENDO | 01282 470145 07500976711 |