

Lady Bay Primary School
SEN Policy
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SEN Policy

Lady Bay Primary School

2023-24



Reviewed by: Nicky Oakes (SENCO)

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Signed by Chair of Governors (if appropriate):

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Special Educational Needs Policy
Lady Bay Primary School

Name of School: Lady Bay Primary School
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Lady Bay Primary School values the abilities and achievements of all its children, and is committed to providing every child with the best possible environment for learning. The effectiveness of our policy will be reviewed annually by the SENCO in conjunction with the Head Teacher, and will be shared with staff and approved by Governors to ensure that our current practice and any national developments are reflected in the policy content.

Definition of Special Educational Needs

(Adapted from Section 20 of the Children and Families Act, 2014)

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of the educational facilities of the school

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against children with SEND and has due regard for the practice advocated in the Code of Practice (2014). 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.

The Code of Practice came into force from the 1st September 2014 to accompany new legislation (The Children and Families Act 2014). More details about the reforms and the Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Inclusion

This policy recognises the entitlement of all children to a balanced, broad-based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all children with SEND.

The Aims of the School

- To ensure that all children have access to a broad, balanced stimulating and creative curriculum.
- To provide all children with a differentiated curriculum appropriate to their needs and abilities, enabling all to achieve success and to reach their potential.
- To ensure that children with SEND are identified and assessed as early as possible and are suitably provided for throughout their time at Lady Bay Primary.
- To ensure that all children with SEND take as full a part as possible in all school activities, so as to encourage and promote self-esteem.
- To work in partnership with parents and to ensure that parents of children with SEND are kept fully informed of their child's progress, provision and attainment.
- To ensure that children with SEND are involved in making decisions affecting their future provision, where practicable.

- To ensure that the whole school community work together to meet the child's needs, building partnerships with parents and extended support networks.
- To meet the requirements of the Children and Families Act 2014 and the Special Educational Needs Code of Practice 2014.

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we will ensure that any child needing support will receive the help required to overcome their difficulties.

Identification, Assessment and Provision

At Lady Bay Primary, we have adopted a whole- school approach to SEND policy and practice. Children identified as having SEND are, as far as is practicable and is beneficial to them, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

Identification

(See the definition of Special Educational Needs at the start of the policy)

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators or who have specific diagnosed needs will be monitored. The methods used are listed below:

- Foundation Stage entry profile assessment
- Parental concern
- Teacher and Teaching Assistant observations and assessments
- Medical reports
- Pre-school transfer records and class teacher records
- Outside agencies e.g. Speech Therapist, Educational Psychologist reports
- Pre-school liaison e.g. local Nursery and Playgroups
- Cohort tracking and use of assessment data
- Termly meetings pupil progress meetings with the Head teacher and class teacher
- B-Squared Online to measure progress
- National Curriculum assessments

When a pupil has been identified as possibly having special educational needs, they will be monitored by staff in order to further assess their level of learning and to identify possible difficulties.

The class teacher will provide differentiated learning activities to facilitate academic progression, working to the child's specific learning style. The SENCO will be consulted as needed and additional support may be considered, with interventions organised by the class teacher. The school will discuss with parents the nature of the support and permission will be obtained if required.

These children will be placed on the school's Special Educational Needs Register. Records of interventions, professional visits and advice, parental comments, multi-agency meetings and medical information will be kept securely using CPOMs.

If a pupil is determined as having more complex special educational needs, it may mean that their level of need is such that they receive additional funding and are supported in school by designated teaching assistants.

Assessment

All teachers are responsible for identifying children with SEND and, in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEND can be identified.

A significant factor for helping define SEND is whether or not a child is making adequate progress as measured by the National Attainment Levels against Age Related Expectations.

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 also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Progress will be reviewed regularly 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, including obtaining a parental consent form from parents.

Provision

On entry to the school, or when moving to a new year group, each child's attainment will be assessed and the data passed on to the new teacher. Children will also be assessed by their teacher throughout the year. This will help to inform the school of a child's progress, aptitudes, abilities and attainments and will be used to improve continuity in learning during their time at Lady Bay Primary.

The records provided help the school to design appropriate differentiated learning programs. For children with SEND, the class teacher, with the support of the SENCO if required, will use the records to:

- Provide starting points for an appropriate curriculum
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Identify the need for support within the class
- Involve parents in a joint home-school learning approach, through setting targets.

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum
- Identification of specific learning targets and provision mapping of interventions to achieve these
- Additional equipment to support full time education
- Periods of withdrawal from the classroom to work in groups or alone with a teaching assistant
- In-class support with adult assistance, either in groups or alone
- Support and advice from outside agency specialists

The class teacher remains responsible for working with the child on a day-to-day basis and retains responsibility, even when interventions may involve group or one-to-one teaching by other professionals, outside of the classroom. Class teachers will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions, linked to class teaching.

Monitoring Children's Progress

Reviews will be undertaken in line with agreed dates, once per term, unless there are circumstances that dictate otherwise. The review process will evaluate the impact and quality of the support and interventions and will include the views of the pupils and their parents or carers. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's measured progress and development, making any necessary changes or amendments to support, in consultation with pupil and parents.

Parents will be provided with clear information about the impact of support to enable their involvement in planning the next steps forward.

Referral for an Education, Health and Care Plan

One significant change arising from the 2014 reforms is that Statements of Special Educational Needs and Disabilities, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. Please use the following link for information on the new pathway on Nottinghamshire's SEND Local Offer website:

www.nottshelpyourself.org.uk

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 the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including; parents, teachers, SENCO, Social Care and 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 panel of people from education, health and social care about whether or not 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.

Education, Health and Care Plans (EHC Plans)

- 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 in 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.

Working in partnership with parents

Under the new legislation, there is a requirement for local authorities to publish a SEND Local Offer, which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families, both with and without an EHC Plan. The SENCO will assist parents of pupils with SEND to identify appropriate provision that may be available through the Local Offer. They can also signpost parents to the Parent Partnership Service, who may offer specific advice, guidance and support, where required.

Roles and Responsibilities

Headteacher:

- Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment

- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors

Governors:

- Determine the school's general SEND policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the SEND Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

SENCO:

- Ensure a consistent, whole school approach to special needs.
- Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated.
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated & shared with staff at least termly).
- Seek advice and support and liaise with outside agencies and with other SENCOs
- Maintain a provision map to show who is being supported and how.
- Monitor the impact of intervention strategies and act upon the findings.
- Arrange formal reviews termly or when necessary and ensure completion of appropriate target setting.
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- Write Higher Level Need and Additional Family Need bids when appropriate and attend Family moderation meetings.

- Complete transfer forms for those children at the end of Year 6 who are on the SEN register, in liaison with Y6 staff.
- Liaise with SENCOs at new/secondary schools.
- Monitor the use of, maintain and develop SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- With the Head teacher, coordinate the support of external agencies.
- Contribute to the in-service training of staff.
- Meet with senior leaders to organise a timetable of teaching assistant support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- Monitor provision for SEN in supporting all needs
- Monitor the effectiveness of teaching assistants and support when necessary.

Class Teachers:

- Take responsibility for the needs of all their children
- Ensure planning is fully inclusive and suitably differentiated
- Liaise with teaching assistants to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, teaching assistants, parents and children to write appropriate targets
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the SENCO, assessment coordinator and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Complete notes for and be involved in review meetings with families and SENCO.
- Implement in-class support and differentiate teaching
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- Ensure support staff have copies of planning in advance
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter

- Where appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher in school and where children move schools regarding needs, targets and involvement of other agencies etc.
- Implement strategies to ensure classrooms support the needs of all learners

Teaching Assistants:

- Liaise with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with class teachers to write appropriate targets
- Support children to achieve their targets
- Implement strategies to support all learners
- Implement interventions, monitor their impact and feedback to the class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside the SENCO and class teacher to make sure all children's needs are met; including physical and care needs

Behavioural and Emotional Support:

- All teachers and TAs are responsible for supporting children who have behavioural, social or emotional needs
- Teachers and TAs are responsible for identifying and implementing programs for self-esteem, anxiety and managing feelings and monitor their effectiveness.
- Teaching assistants will work with small groups and individual children on any specific issues.
- They will meet regularly with the SENCO to review the needs within school.
- Teachers and teaching assistants will refer children to the school ELSA where appropriate.

All Staff:

- It is the responsibility of all staff in school to make sure that all children feel included.

- All staff should be aware of the school's aims and help to create a positive learning environment for all.
- Where necessary, staff may require extra training depending on need and experience

External Agencies:

There may be occasions when advice or assistance is required from other professionals in external agencies. Parents will be fully informed before contact is made with these agencies and a signed parental consent form must be obtained prior to contact.

Services available to parents in our locality include:

- The Healthy Family Team:
<https://www.nottinghamshirehealthcare.nhs.uk/healthy-family-teams>
- Telephone enquiries: 0115 9774238 (answer machine)
Email enquiries: family servicenbs@nottsc.gov.uk
- The Early Help Unit/Family Services: 0115 804 1248 or by email at early.help@secure.nottsc.gov.uk (from a secure email address) or early.help@nottsc.gov.uk
- The Integrated Children's Disability Service (ICDS): 0115 8041275 or at icds.duty@nottsc.gov.uk.
- The Nottinghamshire Safeguarding Body: Tel: 0300 500 80 90 Fax: 01623 483295 www.nottinghamshire.gov.uk/MASH email: mash.safeguarding@secure.nottsc.gov.uk
- CAMHS: 0115 854 2299 / 0115 844 0500

Training and Inset

All staff are encouraged to attend courses that help them to acquire the skills needed to work with children with SEND. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. In addition, outside agencies are invited to offer advice and training to all staff. As a routine part of the SEND improvement plan, INSET requirements in SEND will be monitored, planned and assessed.

Record Keeping

The school will record the steps taken to meet children's individual needs. The SENCO will maintain these records and ensure that access to them is secure.

Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak with the SENCO, who will try to resolve any difficulties in the first instance. The school's complaints procedure is outlined in the school prospectus.

Meeting Special Educational Needs During a School Closure (COVID-19)

Vulnerable Children and Eligibility

As of March 20th 2020, parents/carers were asked to keep children at home during the COVID-19 pandemic unless:

- Children were considered vulnerable, those who are assessed as being a child in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked after child
- Have an education, health and care plan (EHC) plan and it is determined following a risk assessment, that their needs can be as safely met or more safely met in the educational environment
- Have been assessed as otherwise vulnerable by educational providers or local authorities and could therefore benefit from continued attendance

Since this date, Lady bay Primary School has responded to updated government guidelines swiftly and appropriately. Parents are informed of any changes via the school newsletter, email and school website.

Safeguarding, Monitoring and Wellbeing

The COVID-19 outbreak may have caused a significant increase in the safeguarding risk for some individual children, including those with SEND. As a school we will maintain weekly 'check in' phone calls with vulnerable children or where a concern may arise. If calls are regularly not answered or responses result in further concern welfare visits by 2 members of staff, one to be a Senior Leader, will take place.

Where necessary referrals to the Multi-Agency Safeguarding Hub (MASH) will take place. Risk assessments for vulnerable SEND pupils will be in place and if requested submitted to the Local Authority for monitoring. These will be reviewed and updated if and when circumstances change.

Furthermore, the COVID-19 outbreak may have caused substantial mental health or wellbeing difficulties for some families and children. Therefore, staff will need to consider how to support:

- Individual children who have found the long period at home hard to manage
- Those who have developed anxieties related to the virus
- Those who may make safeguarding disclosure once they are back in school
- Those who have suffered a bereavement in their immediate family or wider circle of friends or family or had increased new caring responsibilities

To support some of these challenges staff will provide:

- Opportunities for children to reflect and share their experiences, this may be done virtually for children who are not yet returning
- Opportunities for one-to-one conversations with trusted adults where this may be supportive, this could be done virtually
- Some refocused lessons or home learning activities based on mental wellbeing or staying safe

Consulting and Communicating with Parents

At the time of a closure parents will be kept well informed of schools plans and actions, Senior Leaders will be available to answer questions. There will be regular communication with all parents through e-mail.

Where children have an Education Health Care Plan (EHC) parents will be directly consulted about whether they would like their child to continue to access school. A risk assessment will be written by the Head Teacher, Deputy Head Teacher and SENCO and submitted to the Local Authority. This will be reviewed and amended regularly. The family will also have weekly check-in phone calls and ongoing support to continue, where possible, to meet the outcomes in the EHC Plan.

Other SEN children who may be vulnerable will also be risk assessed regularly and offered a school place if their safety or education is deemed at risk. Children who return to school and have an identified SEN that may make social distancing and/or remaining in a designated 'bubble' group will have personalized risk assessments that will be shared with all staff and parents.

Where children are returning to school, newsletters and emails will be used to communicate with parents to make sure they know:

- What protective steps we are taking to make school a low-risk place for their child
- What we need them to do in terms of drop off, collection, school resources etc.

Arrangements for Learning and Assessment

During the school closure all children who will no longer be able to attend Lady Bay School will have:

- home learning packs created by their class teacher
- access to SeeSaw to communicate and share their learning, to which their teacher will respond
- materials sent home that can support mental health and wellbeing

In addition to the above children with SEN will also have the opportunity to:

- Borrow school resources such as, reading books, Numicon etc.
- access adapted home learning activities
- access some virtual lesson inputs to support understanding
- for regular communication with class teachers, through the use of SeeSaw or e-mail and receive letters or short videos from teaching assistants they work with
- have regular communication with the SENCO through letters and e-mails
- access supportive materials produced and shared by agency professionals
- continue where possible to fulfil the provision set out in a pupil's EHC Plan, including aspects that may be funded by school

For children who are eligible to attend school during the closure they will have the opportunity to:

- engage in daily fitness
- take part in English and Maths learning –this may be using the same material as the home learning packs
- engage in enrichment activities such as outdoor art work
- learn about significant events which may occur during closure eg. VE Day

During this time for children both at home or attending school assessments will be not be carried out unless social distancing can be safely maintained.

Evaluating the Success of Our SEND Policy

The Governing Body will report every two years on the success of the policy and will consider the views of:

- Children
- Parents
- Class Teachers
- Support Staff
- SENCO
- The Leadership Team

- Outside Agencies

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting targets
- Class teacher's assessment
- Use of standardised tests including national tests
- Evidence generated from review meetings including the views of the children themselves, the parents and other school staff.

This policy has been reviewed and updated in line with the SEND Code of Practice 2014 and the Children and Families Act 2014.

Next review date: November 2024