

# Leverton Primary School Special Educational Needs Policy

## **Definition of Special Educational Needs:**

**‘ Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them because they have significantly greater difficulty in learning than the majority of children of the same age’.**

### **1. The school’s objectives in making provision for pupils with SEND**

It is the entitlement of all children to have access to a broad, balanced and differentiated curriculum. The whole school is involved through best practice to meet the needs of all its children and maintain high expectations. It sees pupils as individuals with differing interests, knowledge and skills. This is provided through differentiation at classroom level, through support teaching and resourcing. The school values the contribution and achievements of all, so that self- esteem is raised through pupils experiencing success. The school also has in place a policy of equal opportunity. We aim at Leverton School for the progress of children with SEND to be in line with children who are not SEND.

### **2. SENCo: Mrs Lesley Mottram**

### **3. The arrangements for co-ordinating educational provision for pupils with SEND**

The SENCo arranges provision by liaising with the Governing Body, Posts of Responsibility such as the Middle leaders, Class Teachers, Learning Assistants (LAs) and Parents, liaising with Outside Agencies including the Educational Psychologist Service, Specialist Teacher Service, Speech & Language Therapy Service, Play Therapists and other professionals in the educational and medical provisions. Staff take into account recommendations provided by these outside agencies to set targets on pupils’ One Planning, and linking these to teaching approaches used and curricular links. The teachers use the Essex Provision Guidance to support their planning and interventions and follow the recommended Essex Flow Chart.

### **4. Admission arrangements**

Leverton Primary School identifies children with special educational prior to entering the school and looks at the record of all children transferring to the school. Transition day/afternoons are organised to ensure as smooth transition as possible. For example home visits, meeting teachers, Learning Assistants, support staff and a school tour. The SENCo will liase with their previous SENCO and teacher to ensure smooth transition. A decision will be made at this level if IPRA funding should be applied for.

### **5. Specialisms and special provision:**

Leverton School has no special unit or SEN specialisms.

Leverton School has a learning mentor room to support children with Social and Emotional difficulties.

Leverton School have a sensory room that is available for all children who have sensory needs.

### **6. Special facilities**

The school, a single storey building, has facilities to enable children with a physical handicap to have access to all parts of the building. There is a Disabled Parking facility and a Disabled Toilet facility. The school has a sensory garden for all children who have sensory needs.

### **7. Allocation of resources for pupils with SEND.**

The school uses LAs to support pupils with SEN according to their need by :

- Group/individual support in all English and Maths lessons
- Supporting individual targets on One Plans
- Implementing the Letters and Sounds Programme
- Implementing Reading Catch –up, Spelling Precision and Maths Catch up.
- Assessments of reading ages and Maths ages.

- Assessments and reviews of interventions.

Through Funding from the LEA, the school's budget contains some monies specifically for children with SEN. This money is used in the following ways:

- To finance LA (Learning Assistants) hours
- Resource (human and material) allocation will be monitored by the SENCO.

## **8. Identification and assessment arrangements and review procedures**

The identification of pupils with special educational needs will include one or a combination of the following criteria:

- a) Class teacher's assessment that indicate the child has a significant learning and/or a social / emotional /mental health need that is affecting their learning.
- b) Concern expressed by parent
- c) Liaison previous school (Term before transition)
- d) Key stage 1 standard attainment tests
- e) Reading Precision, including phonics and catch-up word lists.
- f) Salford Revised Reading Test (1- 1½ years below chronological age) (,Jan and July) for years 1-6.
- g) On-going teacher assessment.
- h) Use of Ordinarily available within the school by teachers and learning assistants.
- i) Wellcomm GL assessments in Nursery, Reception and Year 1.

We believe concerns over a child's progress should be identified at the earliest opportunity so that early intervention can take place.

- Teaching staff differentiate the curriculum for all pupils and for those with SEND on weekly and daily plans. This is done by group work, different activities, use of resources and support from an adult. Children with SEN are indicated on the plan and planning clearly shows the support given for children with SEN. Planning also indicates where the LSA and CT support.
- If a child does not make the expected progress in the intervention then a discussion will be held with the SENCO and parents to decide if the child needs a One Plan and places onto the SEN register.
- The targets for children who have a One Plan are reviewed at least termly but more often half termly. These targets are written on the One Plan in liaison with the parent, SENCO and teacher. In some cases outside agencies are involved.
- Staff ensure that pupils' One Plan targets are considered on all Maths and English planning with who is supporting SEN Support Plans. Targets are also worked on in the Reading Programme implemented by the LAs. Some children have separate objectives and receive one to one support from an adult. These are monitored by the SENCO and the class teacher. SEN targets may also be linked to Social and Emotional well being. This is part of the plan, do review cycle.
- All interventions are monitored with a start point, impact and decision made about continuing the intervention. These are reviewed half termly.
- The One Plan is a working document and progress is noted (dated) on a regular basis.
- The impact of the intervention is monitored by the SENCO.
- The SENCO will review the One Plan targets at least once every term. The school also monitors pupil progress by reading and weekly spelling tests which may be from the Catch-up programme, Guided Reading, Numeracy tasks and ongoing teacher assessment.

## 9.

### **Access to a balanced and broadly-based curriculum (including the National Curriculum)**

The school believes all children have a right to access a full experience of the curriculum. Whole school planning and teaching methods are designed to ensure this and the staff operate a policy of differentiation whenever appropriate. The staff acknowledges that children who have special educational needs can usually have these needs met in the normal day-to-day running of the classroom. Some children, however, have short and long-term special educational needs which require more attention than this. Children with special educational needs will be supported in the classroom with appropriate adult support and teaching resources.

Where children need support beyond the normal teaching programmes, they may be withdrawn individually or in small groups from the classroom to work with an LA.

The child's self esteem is of crucial importance if progress is to be made. We aim to provide work which will encourage, motivate and consistently reinforce a sense of achievement and success.

The class teacher, in conjunction with the SENCo, parents and the child, will consistently monitor progress.

Curricular arrangements using the school's cycle of observations, pupil perceptions and book monitoring (see monitoring policy) are in progress.

Having identified a learning need the school will set in motion a Graduated Approach laid down by the new SEN Code of Practice 2014/15.

### **A Graduated Approach (Identification, assessment and provision)**

:

- **Concern:** A child is identified as a cause for concern and the class teacher gathers information on the Concern Form before consulting the SENCo.
- **High Quality Teaching and use of the Ordinarily Available.**
- **Class Action Plan:** A Class Action / Support is drawn up termly by the Class Teacher with SENCo involvement. This plan will provide additional interventions and support for the pupil who will be involved alongside parents /carers. For any child with a barrier to their learning First Quality Teaching is the starting point and the class teacher understands that they have a responsibility for the progress and outcomes for every child in their class.
- **One Plans:** A One Plan, is drawn up with all relevant school staff, the child and parents. Specific targets will be set to meet needs and ensure the best outcomes for the pupil. It might be necessary at this stage to seek advice from Outside Agencies. This plan will be reviewed regularly.
- **Education, Health and Care Plans (EHC Plans):**

EHC Plans have replaced Statements of Special Educational Needs under the new Children & Families Act 2014. If a child fails to progress even with considerable support and demonstrates significant cause for concern, it may be considered appropriate to request Statutory Assessment from the LEA. If the LEA considers the need for an EHC Plan, a plan is written and long term and short term targets are set. This is monitored through Annual Reviews. The LEA is responsible for arranging, monitoring and reviewing the provision.

Parents are consulted at each stage and will receive copies of the education plans and reviews. Under the new legislation families will be more engaged and involved in making decisions for their child and the child's special educational needs.

The EHC plan will be used by the teacher and LSA to inform lesson planning and intervention planning.

A child with an EHC plan will also have a One Plan to break down targets and these are reviewed more regularly than the Annual Review.

## **10. Pupils with SEND engage in the activities of the school**

All pupils have access to the extra-curricular activities. There are special sporting events are held for children with SEN organised by a local school. The School takes part in activities specifically design for children with SEN.

## **11. Evaluation of SEND Practice**

Miss Gibbs will report at Governor's Meetings about the monitoring, provision and progress of the education provided for pupils with special educational needs.

## **12. Complaints procedure**

If a parent has a concern that they feel has not been noted or if they have a complaint regarding the special educational needs provision that their child is receiving, they should contact:

- The Head Teacher
- Mrs Mottram
- The Governor (Carol Harper) with responsibility for SEN.

The school will respond to such a complaint within half a term.

## **13. Staff training**

The training of all staff within the school in relation to SEND is considered important. This will be met by in-school INSET, staff workshops and training outside the school. All new staff are supplied with an induction explaining the system that is in place within our school.

## **14. Other agencies**

The Head Teacher or Mrs Mottram will be responsible for initial contact with Outside Agencies e.g. Health and Social Services, Educational Psychologists and Specialist Teachers.

## **15. Role played by parents**

We believe concerns over a child's progress should be voiced at the earliest opportunity and that these should be discussed with parents. Parents will be informed and consulted at all stages of assessment and staff will try to help parents help their children at home by offering workshops and advice where appropriate. Parents are always welcome and encouraged to help in the classes. For consultation Miss Mottram can be seen by appointment.

## **16. Transition arrangements**

In the school, the Nursery, Ks1 and KS2 will liaise with a child's new class teacher and transition arrangements are made so that the child spends a day, or joins some activities, in order to spend time in their new class setting and with their new class teacher. For secondary school transition the SENCo will meet with secondary school SENCos to share information. The transfer of information concerning children with SEND takes a high priority with arrangements for passing on SEN Support Plans and any other relevant details which may affect a child's learning. A transition day is held each year to ensure the children have met staff and become familiar with their school surroundings. Some children with SEN that are changing key stages or settings may be entitled to IPRA funding; the SENCO will apply for this at the new school.

## **17. Links with Health Services, Social Services, Education Welfare**

The school has a named contact within:

- Social Services
- Educational Welfare Services

and has provision for access to a school nurse. These people will be contacted when appropriate through the Head teacher.

Reviewed: October 2023