



LYNCH HILL SCHOOL PRIMARY ACADEMY

Special Educational Needs and Disability Policy

At Lynch Hill, we believe that every child should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. Where a child has a disability that may hinder their access to the curriculum or their learning, then the pupil may also be identified as having a special educational need. We are an Inclusive school and do our best to identify and break down possible barriers to learning.

This policy is written in accordance with SEN Code of Practice 2014 and the Children and Families Act 2014.

Aims:

1. All children will be able to access and enjoy a rich, creative, broad and relevant education regardless of age, gender, race or creed. Using the expertise we have available in school and through external services when we can secure them, Lynch Hill will provide pupils with the opportunities to achieve their potential.
2. We aim to encourage independence, responsibility, self-esteem and respect by allowing children to realise the contributions that they make to their learning, the school and the local community.
3. We aim to ensure that every child accesses the National Curriculum, and are committed to delivering effective provision according to each child's individual needs.
4. We aim to meet Special Educational Needs and Disability (SEND) through an inclusive whole school approach. We will utilise all available resources, both internal and external to encourage the overall development of all children.
5. We aim to embed an understanding in all staff members that Special Educational Needs and Disabilities may arise at any time during a pupil's school career.
6. We aim to ensure that all children receive provision through 'quality first teaching' and that staff members are supported by the SEND team in delivering graduated support alongside continuous parental involvement.
7. We aim to work efficiently and effectively with families and outside agencies to provide the necessary support, information and specialist help.
8. The Governors aim to ensure that all children have access to all elements of the curriculum and are committed to the effective implementation of the policy.

Objectives:

1. All teachers will be supported in delivering a rich, creative, broad and relevant curriculum through annual performance management, termly drop in sessions and learning walks as well as twice yearly book looks, all with timely feedback.
2. Teachers will receive training at the beginning of the new school year detailing the revisions to the SEN Code of Practice which outlines the need for student voice and preparing children on a daily basis for making informed decisions regarding their education and the provision they receive.
3. Through the termly review of IEPs as well as through drop in sessions dedicated to writing SMART targets, the SEND team will provide support to teachers in deciding the most appropriate provision and support them in graduating the intensity of the provision when necessary.
4. Through whole school SEND training at the beginning of the year, the Inclusion Manager will raise awareness amongst the staff regarding the expectations for children with SEND and the key priorities we will be focusing on throughout the year. At the end of the SEND training all staff will be aware of the expected progress and attainment of SEND children in their year group. Staff will be aware of how to identify a child whose progress or attainment is concerning and from this point will automatically be liaising with the SEND within a week to decide on appropriate provision and access the necessary resources.
5. The Inclusion Team will hold termly reviews to discuss any concerns regarding progression or attainment. Learning alert forms will always be readily available for teachers to document and raise their concerns to the SEND team.
6. After initial SEND training, all teaching staff and support assistants will be aware of what is expected by 'quality first teaching' and will understand that they are accountable for this in annual performance management.
7. The Inclusion Team will meet a minimum of once a week to discuss concerns and issues raised by staff. Where necessary, the Inclusion Team will then arrange to meet with parents and outside agencies to discuss the child's needs and appropriate provision.
8. The nominated Inclusion representative of the governing body meets periodically with the Inclusion Team to ensure that this policy is being implemented and parents are being actively involved in a continual partnership with the school.

Strategies:

1. The atmosphere in the school will promote a happy, sensitive, secure and stimulating learning environment ensuring the most effective learning. We as a school understand that children learn best when they feel happy, secure and can access the support they need.
We are driven by a passion for quality teaching and believe in the principle that good practice for SEND pupils is good practice for all pupils. Adopting this ideal across the school ensures that children are not made to feel singled out for receiving additional provision. Instead, there is a whole school culture of creative teaching and an acceptance of different learning styles.
2. Developing independence is a huge part of primary and secondary school life. Teachers meet at least weekly to discuss their year group and share good practise.

This is an opportunity to share the successes the children have had and which strategies are working well. As it is part of the Code of Practice and a natural part of teaching any year group, staff will be aware that the children need to be given lots of opportunities to take charge of their learning and make classroom based decisions. This exposure to gradual responsibility and the opportunities to make sensible, informed choices regarding their learning on a daily basis will equip children to make similarly sensible and informed choices regarding their provision and targets.

3. Promoting a happy atmosphere and developing independence, are all vital to accessing the curriculum and experiencing success in the classroom. The Inclusion Team and class teachers are all committed to finding out how individual children learn best and applying this creatively. This ensures the delivery of an appropriate, engaging and relevant curriculum which meets the needs of the child.
If a child is still struggling to make progress despite all the efforts of the class teacher, then additional provision will be decided with the involvement of the Inclusion Team and parents.
We will actively seek the pupil's thoughts about their learning and try to establish how they feel we can best support them. We also acknowledge the importance of drawing the parent's expertise in relation to their child and aim to include them in each step of the process in delivering extra provision.
Those children requiring SEND support will have an IEP which will detail specific targets relevant to their needs and are designed to facilitate rapid and sustained progress while allowing the child to experience success. These IEPs will be reviewed regularly with input from the parents and pupils.
4. The aims for children with SEND are the same as those for all pupils. They receive the same opportunities and join in with all the activities of the school. Children with SEND are taught alongside their peers. Work is differentiated so that it is appropriate and relevant. On occasions, children with a specific need may be offered an opportunity to learn outside the classroom in order to access a particular provision, however this is not unique to SEND children and there is no stigma or assumption associated with receiving additional support.
5. As part of the SEND monitoring process, the team maintains a list of children who are currently receiving SEND support. This list is checked and adjusted regularly so that children are correctly identified. Teaching staff contribute to this list and other professional and parental views are always taken into account. In addition to a SEND register, the team also maintains a list of children who have previously or who may in the near future need SEND support. We rigorously check progress, monitor attainment and evaluate the provision these children need.
There are several different methods and multiple opportunities throughout the academic year for teachers and the Inclusion Team to discuss and make decisions regarding provision. Quick identification and action is the key to supporting a child's progress and our SEND processes are all designed to facilitate this. We use the regular monitoring and review of IEPs and staff and parent drop in sessions as well as 'learning concern' forms which are reviewed at least weekly and more regularly if the concern is significant.
6. The Inclusion team has devised a provision mapping system based on 'waves'. The first wave when a need is identified is to review the quality first teaching and assess whether any adjustments can be made to facilitate greater progress within the classroom. If this is not sufficient, then the teacher, pupil, parent and SEND team can make the decision to employ strategies from waves two and three. The provision is graduated so that children do not feel overwhelmed and that we can track the impact of each, allowing us to judge the effectiveness of the provision for that child. Additional provision is part of a continual assessment and review process which includes the views of parents and the child at each stage.

7. The SEND team is well established and over time has built up excellent relationships with outside agencies. Where necessary and possible, the school is always willing to seek advice from other professionals and is committed to gathering evidence regarding a child's needs and making timely referrals.
8. The involvement of the governing body in the SEND process and policy is to ensure the consistent and effective delivery of our aims and objectives. This is a continual monitoring and consultation process, designed to hold the Inclusion team to account and ensure that children receive the best possible support and care while at Lynch Hill.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definitions of Special Educational Needs and Disability

DfE (2017) definition of special educational needs

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

This is the definition used in the most recent SEN code of practice, which was published in 2014.

It says:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

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.

Legal definition of Disability

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Lynch Hill's use of the Neurodiversity Approach to SEND

The DfE and the SEND Code of Practice identify four main areas of SEND which are:

- Social, emotional and mental health needs (SEMH)
- Communication and interaction needs (SCLN)
- Physical and sensory needs
- Learning and cognition

At Lynch Hill we have adopted 'Teaching for Neurodiversity'. Neurodiversity is a concept where **neurological differences** are to be **recognized and respected** as any other human variation. This approach is focussed on recognising the links between cognitive function, learning and behaviour and reduces the need for labels, instead focussing on the strengths of the child and the support that is required in order for the pupil to achieve their best.

Lynch Hill recognises the value of early identification, in particular in the area of Literacy difficulties, and the Neurodiversity training has been cascaded through all staff teams. This is inline with our School Development Plan and follows research from our Educational Psychologist into the school approach to Dyslexia. Our graduated response to both parent and teacher concerns has been detailed in a leaflet which be used to clearly communicate with parents. This can be found in the appendices.

Admissions and inclusions

Pupils with DSEN are admitted to the school on the same basis as any other child as per the admissions policy. A parent, of a child with a statement, that wishes to send a pupil to Lynch Hill School Primary Academy, must alert the Local Authority before an application can be considered. On receiving the statement, the Inclusion Team must consider whether the school is able to meet the needs of the pupil. Pupils with a statement have a priority of admission, as per the Admissions Policy.

Roles and Responsibilities:

Responsible to the Governing Body for Disability and Special Educational Needs:
Mrs G Coffey, Head teacher

Governor with responsibility in Disability and Special Educational Needs: Mrs D Laffin

In the core Inclusion team:

- Hannah Gates – Inclusion Team, Head of SEND
- Chloe O'Connor, Charlotte Bond, Charley Richardson and Louise Clarke – Assistant SENDco
- Clare Power – SEN Team member responsible for communication and interaction needs
- Lisa Bunce – Family Support Advisor/ Attendance Coordinator
- Debbie Clack – Inclusion Team TA

Other members of the Inclusion team:

- Claire Cargin – Resource Base Lead

- Helen Airs – Nurture practitioner
- Debbie Isernia – Nurture Practitioner
- Kim Kettle – Communication and Interaction Program Delivery
- Debbie Davies – Communication and Interaction Support Worker
- Dr Helen Cox- Educational Psychologist
- Jamila Ali – Drama Therapist
- Mandy Parsons – Services Supporting Behaviour, Counselling Psychologist

The Governing Body:

School Governing Bodies have statutory responsibilities to ensure that the special educational needs of all children in their school are met. Under Section 157 of the 1993 Education Act, LEA and Governing Body must, by law, have regard to the provisions of the “Code of Practice on the Identification and Assessment of Special Educational Needs” all are elements from paragraph 2.6 of the Code of Practice.

The Governing Body must:

- Do their best to secure that the necessary provision is made for any pupil who has DSEN.
- Secure that, where the “responsible person” - the head teacher or the appropriate governor - has been informed by the local authority that a pupil has special needs, those needs are made known to all who are likely to teach him or her.
- Consult the authorities, as appropriate, the Funding Authority, and the governing bodies of other schools when it seems to them necessary or desirable in the interests of coordinated DSEN provision in the area as a whole.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have disabilities or special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources (Code of Practice 1994, section 2.6).

The Executive Headteacher:

- Has responsibility for the day to day management of all aspects of the school’s work, including provision for children with disability and special educational needs.
- Will keep the Governing Body fully informed on all matters relating to DSEN and the progress of children.

The Inclusion Team: To be responsible for:

- the Special Educational Needs Register
- Providing and supporting teachers once a child is identified as having DSEN.
- Assisting the identification of children with special educational needs both informally and formally by means of assessment.
- Giving advice to other members of staff on appropriate assessment materials and writing the Individual Education Plan.
- Helping teachers to monitor the progress of children identified on the Special Needs Register.
- Liaising with outside agencies, the Head teacher and the parents as appropriate for each child.
- Ensuring regular reviews for all pupils with DSEN, including annual reviews for those children with a statement and those children with a PSP.
- Monitoring and providing advice in order that the Individual Education Plans are updated at regular intervals.
- Consulting colleagues annually to evaluate the resourcing of DSEN provision.

Class Teachers:

Every teacher is responsible for all children in their class. As soon as the class teacher has a concern about a child’s progress, the child’s parents should be informed. The Inclusion Team should be made aware through the appropriate channels.

All staff have the responsibility to:

- Identify a child's special educational needs.
- Provide a differentiated curriculum with relevant tasks for all children in their care.
- Ensure an inclusive classroom environment.
- Consult and work with the Inclusion Team and other agencies who may become involved.
- Make parents aware of their concern and seek to have their support and involvement in any programme given to the child.
- Monitor and update the Individual Education Plan at regular intervals.
- Manage the work of other adults in the classroom to provide support and effective teaching strategies of all children; including organising and ensuring that support groups run to timetable.

DSEN Teaching Assistants with specific responsibilities to:

- Liaise regularly with the class teacher and Inclusion Team and relevant professionals within school.
- work on appropriate programmes as arranged with class teacher and relevant professionals
- assist children individually or in a small group situation
- Work closely with the class teacher in supporting children with DSEN.

Parental Involvement:

An active partnership between the school, parents and external agencies is the most effective way to ensure a full understanding of each pupil's needs. All relevant agencies, including parents, should be involved in the process of identifying individual needs, planning support and evaluation of that support. Parents are encouraged to become involved as soon as a concern about a child's learning need is identified.

If a parent initially raises a concern about their child's learning needs, then that concern should be recorded and information shared with colleagues such as the Team Leader, Senior Leadership team, [Inclusion Team](#)^[11]. Parent and teacher should work together in order that they may help the child receive the best possible education.

External Agencies:

The role of external agencies is broad and varied. They have a crucial part to play in the full integration of pupils into mainstream education. Such services may include:

- Educational Psychologist
- Physiotherapist
- Doctor and Nurse
- Specialist teacher of children with hearing, visual, speech and language impairments. (as provided by Sensory Consortium)
- Attendance officer
- Occupational Therapist
- Social Care
- Specialist teachers from the Teaching and Support Service
- Services Supporting Behaviour (SEBDOS)
- Child Mental Health / Paediatricians, etc.

Information about a child may be passed on to other agencies involved with the child. It is important to ensure that all professionals working with a child regularly meet to share information and review the work they are doing.

Arrangements for training and development of all staff including Teaching Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Special needs are

included within all school training. In addition, staff attend training organised by the LEA and other agencies.

Complaints Procedure:

Guidelines have been laid down with respect to complaints procedures within the school and the school will always try to adhere to these. Lynch Hill School Primary Academy will make its best endeavours to meet the requirements of pupils with special educational needs. Should parents of children with Special Educational Needs and Disability have a complaint about the school's provision it is envisaged that, in most cases, it should be possible to resolve the matter through informal discussion with the class teacher or the Inclusion Team. Parents are welcome to speak to the Inclusion Team, by telephone or to make an appointment at a mutually convenient time.

If parents are dissatisfied with the outcome, the complaint should be addressed to the Headteacher. If parents still feel the matter has not been resolved to their satisfaction, the Governing Body may be contacted. A copy of the curriculum complaints procedure is available from the school.

Reporting to Governors:

- the governor responsible monitors progress through regular visits and discussion with the Inclusion Team
- The Head Teacher will report each term to the Inclusion Committee of the Governing Body.
- A full annual report will be made to the whole of the Governing Body.

Criteria for evaluating the success of the school's Disability and Special Educational Needs and Policy:

The Disability and Special Educational Needs policy will be judged as successful if:

- Pupils identified as having DSEN have progressed in line with or to a greater degree than their peers as a result of the above procedures. Shown through Target Setting and ISP.
- Teachers are aware of pupils with DSEN and follow the school's identification and assessment procedures and have appropriate training
- Parents are involved in partnership with the school, if appropriate, assisting with a programme of support for their child.
- The Head teacher and the Inclusion Team are reporting to the Governors on a regular basis.
- Disability and Special Educational Needs are included in the long term planning of the school (School Development Plan).
- Resources are utilised effectively, appropriately and matched to children with DSEN.
- Pupils with DSEN are tracked through provision mapping, target setting, CATs scores, ISP, observations, Drop in Clinics, ECAFs and Individual Education Plans.

This policy will be reviewed annually.

Inclusion Team:

H. Gates

D. Laffin

Laura Carlton, Charley Richardson and Louise Clarke

Last reviewed February 2017