



## LYNCH HILL SCHOOL PRIMARY ACADEMY

### Disability and Special Educational Needs Policy

*“All teachers are teachers of children who have disability and special educational needs have the responsibility for meeting those needs in the classroom.”*

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 aim to ensure that, in partnership with parents, the individual needs of all our pupils are identified and strategies developed to meet them so that our aims are to further the development of the whole child.

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 or where a child has a disability that may hinder their access to the curriculum or their learning. We are an Inclusive school and do our best to identify and break down possible barriers to learning.

#### **Aims:**

- All children have an entitlement to enjoy a rich, creative, broad and relevant education regardless of age, gender, race or creed. We aim to give all pupils the opportunities to achieve their potential. We can do this by identifying and removing barriers to learning whilst providing a personalised and stimulating learning programme.
- 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.
- Every child has the right to access the National Curriculum, where relevant, and for access to be made according to their individual needs.
- Disability and Special Educational Needs (DSEN) will be met by an inclusive whole school approach, which attempts to use all of its resources to encourage the overall development of all children.
- Special Educational Needs may arise at any time during a pupil's school career. We will aim to provide support, information and specialist help.
- The Governors are committed to ensuring that all children have access to all elements of the curriculum and are committed to the implementation of the policy. The nominated DSEN Representative of the Governing Body meets periodically with the Inclusion Team to ensure that the policy is being implemented and to ensure that parents are involved in partnership to implement the pupil's programmes.

#### **Objectives:**

- The atmosphere in the school should promote a happy, sensitive, secure and stimulating environment to ensure the most effective learning. We understand that children learn best when they are happy, safe and secure in the environment. At Lynch Hill, we believe that the needs of the whole child are carefully met and where they cannot be, with the school's resources, we seek more specialist help.
- All teachers ensure that all pupils have equal access to a broad curriculum, which is differentiated to meet individual needs and abilities

- All teachers are responsible for ensuring provision is made for children with Disability and special educational needs to learn and develop successfully to their full potential.
- Early identification is important to ensure appropriate intervention and provisions are made available.
- To recognise that DSEN is not limited to low academic ability
- To monitor and record each pupil's progress at regular intervals throughout the school and ensure they make continual good progress relative to their needs and starting point.
- To maintain a register of pupils with special educational needs. All teachers will contribute to this and update information regularly. This could be highlighted during the training – advertise the drop ins and make it clear that this is how they contribute this information and keep the SEN team informed as well as alert forms detailing learning concerns.
- The school will keep parents informed, working closely with them and encouraging them to be actively involved in their child's education.
- To seek the support and expertise of external agencies whenever appropriate.
- Children with DSEN are taught alongside their peers. Work is differentiated to achieve a match to current levels of performance. On occasions children with DSEN may be withdrawn for periods of time.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils and they receive opportunities to enable them to join in with all the activities of the school
- All pupils are entitled to experience success.
- Good special needs practice is good practice for all pupils.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

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

## Definition of Special Educational Needs and Disability

### Legal definition of special educational needs

This is the definition used in the most recent SEN code of practice, which was published in 2001.

It says:

**Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* 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 children of the same age in schools within the area of the local education authority
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision 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.

### 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.

## **Disability and Special educational provision means:**

- (a) For children of two or over, 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 LEA, other than special schools, in the area
- (b) For children under two, educational provision of any kind
  
- (c) A reasonable request for provision by a parent that is within the resources of the school will be considered.

## **Below we define the four types of SEN, as set out by the DfE.**

### **Type of SEN: social, emotional and mental health**

Behaviour, emotional and social development needs (BESD) includes pupils with a range of difficulties, including:

- emotional disorders such as depression and eating disorders
- conduct disorders such as oppositional defiance disorder (ODD)
- hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD)
- syndromes such as Tourette's

### **Type of SEN: sensory and physical needs**

Sensory and physical needs include pupils with visual impairment, hearing impairment or multi-sensory impairment.

Sensory and physical needs also include the wide range of physical disabilities that pupils may have. In addition, a number of medical conditions associated with physical disability can impact on mobility. These include cerebral palsy, spina bifida and muscular dystrophy.

Pupils with physical disabilities may also have associated sensory impairments, neurological problems or learning difficulties.

### **Type of SEN: communication and interaction needs**

Communication and interaction needs include:

- Pupils with speech, language and communication needs (SLCN)
- Pupils with autistic spectrum disorder (ASD)

### **Speech, language and communication needs**

Pupils with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible.

### **Autistic spectrum disorder**

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning difficulties or other difficulties, making identification difficult.

There are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities

## **Types of SEN: cognition and learning needs**

### **Specific learning difficulties**

Specific learning difficulties (SpLD) include conditions such as dyslexia, dyscalculia and dyspraxia.

Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas.

Pupils may also have problems with short-term memory, organisational skills and co-ordination.

Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

### **Moderate learning difficulties**

Pupils with moderate learning difficulties (MLD) have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.

They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

### **Severe learning difficulties**

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills.

Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills.

### **Profound and multiple learning difficulties**

Pupils with profound and multiple learning difficulties (PMLD) have severe and complex learning needs. In addition, they have other significant difficulties, such as physical disabilities or a sensory impairment.

Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

### **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 Laflin

### **In the core Inclusion team:**

- Hannah Gates – Inclusion Team, Head of SEND and ASD Unit Leader
- Laura Carlton and Charley Richardson – Assistant SENDco
- Clare Power – SEN Team member responsible for communication and interaction needs
- Lisa Bunce – Family Support Advisor/ Attendance Coordinator

### **Other members of the Inclusion team:**

- Chris Keys – Nurture and ASD Unit Practitioner
- Clare Dickson – Nurture and ASD Unit Practitioner, FSA Assistant and SEN admin support
- Debbie Iernia – Nurture Practitioner
- Kim Kettle – Communication and Interaction Program Delivery
- Debbie Davies – Communication and Interaction Support Worker
- Naran Rathod- Educational Psychologist
- Rachel Jolly – Creative Arts 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 Principal:**

- 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. 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 Principal. 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. Laflin

Laura Carlton and Charley Richardson

Last reviewed September 2014