LINCOLN ANGLICAN ACADEMY TRUST
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SEND Policy

Whaplode Church of England Primary School

Reviewed by:	Date:	Changes made:
AC	18.12.25	Updated wording within the policy
AC	10.12.24	No amendments
AC	12-12-23	Updated wording
AC	25-11-22	No amendments
P&P	04-10-2021	Updated wording within policy
LB	March 2021	No amendments
Strategy & Oversight	15-01-2019	Policy cover added, SENCO updated and SEN Governor to notify Lincoln Anglican Academy Trust added into Complaints Procedure paragraph

Schools serving their communities through excellence, exploration and encouragement within the love of God

I can do all things through him who strengthens me ~ Philippians 4:13

Statutory Compliance – Our legal responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities.
Equality Act 2010: The school has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
Equality Act 2010: Advice for Schools (DfE February 2013): Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
Working Together to Safeguard Children (2013): Statutory guidance from the Department of Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
Reasonable Adjustments for Disabled Pupils (2012): Technical guidance from the Equality and Human Rights Commission.
Supporting Pupils in school with Medical Conditions (2014): Statutory guidance from the Department of Education.
The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

This policy has been written in light of our Safeguarding Policy. It has been written in consultation with our Governing Body, Senior Leadership Team, school staff and parents.
It should be read in conjunction with our Disability Equality Scheme and the SEN Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 regulation 51) as published on our school website.

The SEN Policy will be reviewed every three years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEN Information regulations, published on the school website, will be updated annually as required by current legislation.

Mission statement

Weston St Mary C of E Primary School recognises that children are created in the image of God but also values their individuality as they explore their own given talents and are treated with respect and dignity at all times. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of faith, ethnicity, attainment, age, disability, gender or background and has been developed in response to the Equality Act 2010.

Our school aims to be an inclusive school. "I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future" Jeremiah 29:11. We actively seek to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals, and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs, friendly strategies and peer support.

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need;
- All teachers will be able to provide a scaffolded curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs with the staff working together for the benefit of all of the children – all staff are teachers of SEN;
- Children with Special Educational Needs will be included in everyday life of the school as fully as possible;
- There should be close consultation and partnership with parents of all children with Special Educational Needs;
- The views of the child should be sought and taken into account; when required.
- The policy and practice promoted within the school must have regard to the 'Special Educational Needs Code of Practice'

Aims and objectives

We aim to provide every child with access to a broad and balanced education where Christian Values are central to all we do. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our overall school aims include the following:

- To maximise each child's potential and progress in all areas;
- To continuously raise levels of pupils' attainment and progress
- To develop effective and enthusiastic learners;
- To promote constructive attitudes and values;
- To foster caring relationships in a secure and safe environment.

In order to promote these aims the Special Needs Policy seeks to:

- Implement a clear and consistent policy on the identification and assessment of individual needs;
- Maintain an accurate and robust system of record keeping;
- Maintain an on-going process of assess-plan-do and review;
- Ensure an appropriately scaffolded curriculum is in place for a range of abilities
- Encourage positive parental involvement at all stages of a child's educational journey;
- Ensure that there is a clearly identified channel of communication with the LA, family of schools within the trust and within the staff of this school;
- Make maximum use of the resources available for Special Educational Needs, both human and physical making reasonable adjustments where necessary;

- Maintain effective liaison with a range of all external agencies used.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from class teacher, parents, education, health and care services and feeder schools or early years settings attended prior to the child's entry into Weston St Mary C of E Primary school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision available to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. This will be co-ordinated by the Senior Leadership Team and SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing a range of opportunities for pupils' opinions to be heard and taken into account. Pupil participation is a right. All children are encouraged to participate fully in the life of the school.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. As a consequence of this the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England is being reformed. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHCP) Plan. These plans are being supported by Education, Health and Social Care professionals.

You can view an animation describing this new pathway on Lincolnshire's SEN Local Offer website:
http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEN Local Offer is a useful resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The

SEN Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definitions of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25) 2015 states that:

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

Responsibility for the coordination of SEN provision

Special Educational Needs Coordinator (SENCO):

Mrs Zoe Halden

Arrangements for coordinating SEN provision

The SENCO will hold details of all relevant SEN Support records such as provision maps, PSPs or alternatives for individual pupils.

All staff can access:

- Weston St Mary C of E Primary school SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Lincolnshire's SEN Local Offer
- Information available through partnership with outside agencies.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, relevant staff will have complete and up-to-date information about pupils

with special needs and their requirements which will enable them to provide for their individual needs.

Admission and Transition arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. The SENCO liaises closely with other settings and outside agencies with regard to the transition of SEN children in Nursery and from early years settings into school. The SENCO liaises closely with other settings where a pupil is admitted to Weston St Mary C of E Primary school at any point throughout their primary years.

Transition from KS2 to KS3

Discussion about transition for SEN pupils with an EHCP begins at the year 5 annual review meeting for transfer to KS3.
Plans for those pupils with SEN requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.

Extra visits to schools can be arranged for pupils with SEN, where applicable.

A member of staff from the local secondary school's visits to discuss SEN children and may be invited to their review meetings as appropriate.

At the end of year 6 all SEN records are transferred to the receiving secondary school.

Facilities for pupils with SEN

Reasonable adjustments have been made to improve accessibility. Our school is a single story building and is wheelchair accessible with a disabled toilet. We have a disabled parking space at Weston. We strive to ensure that equipment and activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility.

Identification of pupils' needs

The school recognises the importance of the early identification and assessment of SEN. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Staff assess each child's current attainment on entry to the school, either by carrying out their own assessments or by referring to information sent from the child's previous educational setting.

Identifying and teaching children with SEN is a whole school responsibility and each teacher is a teacher of every child, including those with SEN. The governing body, executive head teacher, SENCo, and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. At each stage of support, the pupil's class teacher remains responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Parents may raise a concern for their child which leads to further consideration of possible SEN. All information gained is used to inform planning in order to aid progress.

Areas of Special Educational Needs

- **Communication and interaction** Children with SEN may have difficulties in one or more of the areas of speech, language and communication. They may need help to develop linguistic competence in order to support their thinking, as well as their communication skills. Children with communication and interaction difficulties are likely to need support in developing social relationships.
- **Cognition and learning** Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. Children with a Specific Learning Difficulty (SpLd) may have difficulty with one or more aspect of learning. A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD although they can occur across the whole ability range.
- **Social, emotional and mental health** For some children difficulties in their emotional and social development can mean they require additional and different provision in order for them to achieve. A wide range and degree of mental health problems might require special provision to be made. These difficulties may be displayed through a child becoming isolated, withdrawn or exhibiting challenging, disruptive or disturbing behaviour.
- **Sensory and /or physical needs** There is a wide spectrum of sensory, multi-sensory and physical difficulties that affect children across the ability range. These children may require a variety of adaptations to ensure they have access to learning.

The school has a **Graduated approach** to the management of Special Educational Needs.

Quality First Teaching

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately scaffolded work to meet each child's needs and aid the pupil's academic progression
- set suitable learning challenges, responding to pupils diverse learning styles.
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as possibly having SEN in order to gauge their level of learning and possible difficulties
- inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.
- continue to monitor any pupil who has recently been removed from the SEN list
- formally record that the child is under observation and parents will be informed of this.
- share information about progress and development with the parent(s) at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- consult with the SENCO as needed for support and advice

SEN Support

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a

significant learning difficulty or need. Where it is determined that a pupil does have SEN, this will be discussed with parents and the child's name will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and to overcome barriers to learning and enable the child to make progress. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENCO, support/interventions will be revised based on the pupil's progress and development.

Teacher, SENCO, parent and child (if appropriate) will agree on interventions and support to be put in place. Expected impact and targets are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Referral for an Education, Health and Care Plan

If a child has complex needs requiring complex arrangements they may undergo a Statutory Assessment Process which can be requested by the school, a parent or other professionals. This will occur where the complexity of need or a 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 EHCP will be taken at a review meeting.

The application for an Education, Health and Care Plans (EHCP) will combine information from a variety of sources including:

- Parents

- Teachers
- SENCO
- Social Care
- Health professionals
- Other external agencies

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 group of people from education, health and social care about whether or 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.

Further information about EHC Plans can found via the SEND Local Offer:
http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2
or by contacting the Liaise on: 0800 195 1635 Education, Health and Care Plans [EHC Plan]

a) Following Statutory Assessment, an EHC Plan will be provided by Lincolnshire 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 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 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.

Allocation of resources for pupils with SEN

Provision for pupils with SEN is funded through the school budget.

Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and reasonable adjustments will be made to ensure pupils with SEN have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

The school curriculum is constantly under review through the monitoring of planning, work scrutiny and data analysis.

Details of the curriculum can be found on the school website and in the prospectus.

Inclusion of pupils with SEN

The Executive Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services for example Speech and Language Therapy, The Working Together Team, Health Professionals etc.

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 (SEN) and an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions.

Evaluating the success of provision

The success of our provision for children with SEN is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

Complaints procedure

If there is a complaint related to SEN provision within the school, the following procedure will be adopted:

Parents/carers are encouraged to discuss the problem with the class teacher.

If the problem is not resolved at this stage, the parents would make an appointment to discuss the problem with the SENCO. The class teacher may or may not be present at this meeting. The Executive Headteacher or other member of the Senior Leadership Team would be present if requested at this meeting, or the matter reported to the Executive Headteacher, if the problem is unresolved.

If parents/carers continue to be dissatisfied, then a complaint should be made in writing to the named SEN Governor. The SEN Governor notifies Lincoln Anglican Academy Trust. They also have the right to discuss their problems with a Local Authority representative, with or without members of the school staff present.

We would always aim to resolve any dispute satisfactorily within our academy. Further information can be accessed via the school website.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Our school takes part in training programmes including:

- Speech and Language: advice/intervention
- Courses related to pupils' particular needs ie. Autism, dyslexia, epilepsy
- Safe Handling training
- Induction Training
- Intervention training

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities to all staff. All staff are positively encouraged to develop their professional expertise in the field of Special Needs by attending training courses and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Weston St Mary C of E Primary school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is responsible for liaising with outside agencies, including the following:

- Healthy Minds
- Education Psychology Service
- Behaviour Outreach Support Service (BOSS)
- Speech and Language Service
- Specialist Teaching Service (STT)
- Sensory Education Support Service
- Health Professionals
- Working Together Team (WTT)
- Lincolnshire Parent Carer Forum (LPCF)

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

Weston St Mary C of E Primary school believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEN
c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings and review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The school obtains feedback from parents through parent questionnaires, responses to annual reports and termly parent/carers evenings and review meetings. The school operates an 'open door' policy and encourages parents to discuss any concerns they may have, as and when they occur, in person, with the child's class teacher.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings

with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor is Mrs Ines Hooper and may be contacted via the school office at any time in relation to SEN matters.