



# THE LIMES

## PRIMARY ACADEMY

*'Growing Learners for Life'*

### Special Educational Needs and Disability (SEN/D) Policy and SEN Information Report 2018

Author:	Kate Cracknell
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On behalf of:	Local Governing Body

Collaboration Curiosity Responsibility Resourcefulness Resilience Reflectiveness

## Objectives

At The Limes Primary Academy we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve well. We acknowledge that a significant proportion of pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- ensure that all pupils with a special education need or disability make progress which is at least in line with the national expectation;
- give pupils with SEN/D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- ensure that children with SEN/D have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services; and
- ensure that the responsibility held by all staff and governors for SEN/D is implemented and maintained.

## Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning and the SEN Information Report (appendix 1). The accessibility plan is an integral part of this policy.

## A definition of Special Educational Needs or Disability

A child is considered to have special educational needs if they have:

- a significantly greater difficulty in learning which prevents them from fully accessing the curriculum in comparison with the majority of their peers

and/or

- a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in comparative schools.

## Responsibilities and arrangements for the co-ordination of SEN/D provision

Provision for pupils with SEN/D is a matter for the academy as a whole. It is each teacher's responsibility to provide for pupils with SEN/D in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN/D. It maintains a general overview and has appointed a representative governor (the SEN/D governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN/D;
- keeping the governing body informed about SEN/D issues;
- working closely with the SEN/D lead within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Aspects of this work are delegated to the SENDCo.

**The SENDCo is:** Mrs Kate Cracknell (Headteacher)

The **governing body** will ensure that:

- SEN/D provision is an integral part of the academy's strategic plan;
- the necessary provision is made for any pupil with SEN/D;
- all staff are aware of the need to identify and provide for pupils with SEN/D;
- pupils with SEN/D join in alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEN/D Code of Practice (2014);
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEN/D issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN/D;
- the quality of SEN/D provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The governor responsible for SEN/D is: **TBC**.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEN/D;
- carrying out detailed assessments and observations of pupils with specific learning problems;

- co-ordinating the provision for pupils with SEN/D;
- supporting class teachers in devising strategies, drawing up Learning Ladders, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN/D and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEN/D, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- directly teaching children when appropriate;
- maintaining the school's SEN/D register, class provision maps and records;
- assisting in the monitoring and evaluation of progress of pupils with SEN/D through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs;
- contributing to the in-service training (INSET) of staff;
- managing learning support staff/teaching assistants;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENDCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other; and
- taking part in LA SEN/D moderation.

**Class teachers** are responsible for:

- including pupils with SEN/D in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN/D; and
- giving feedback to parents of pupils with SEN/D.

**Learning support staff** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN/D; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Admission arrangements**

Admissions for a child with special needs are identical to those for all children. For a child with an EHCP or severe needs, a meeting would be held for those involved to ensure that appropriate provision can be made by the school prior to the child starting.

### **Specialist SEN/D provision**

Within the academy we have access to a range of support and advice for specialist SEN/D children. We have children with ASD diagnoses, and as such many of our staff are trained in working with and supporting children with this need. We also have learning support assistants who are trained to work with individuals and small groups to support social and emotional aspects of development. The SENDCo deploys support staff based on skills and experiences which best benefit the children with individual needs.

## Facilities for pupils with SEN/D

The Limes Primary Academy is built on two levels and is accessible for all via a lift from the ground floor to the first floor. Where there are steps, ramps are in place should they be needed for access. The academy has a wide disabled toilet for pupil/adult use.

We have a range of areas where adults can work or support children with specific needs, such as group rooms, where intervention, counselling and therapy can be carried out with privacy.

## Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan. The school has a wide range of resources to support those with SEN/D, such as specific writing equipment for motor-skills and visual prompt cards/timetables. As necessary, the Headteacher informs the governing body of how the funding allocated to support special educational needs has been allocated. The Headteacher and the SENDCo meet to agree on how to use funds directly related to Education, Health and Care Plans and High Tariff Needs Funding.

## Identification, assessment, monitoring and review of pupils with SEN/D

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The class teacher and the SENDCo assess and monitor a child's progress routinely as part of the school's half-termly pupil progress meetings and SEN/D monitoring. The SENDCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary.

The importance of early identification, assessment and provision for any child who may have SEN/D cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout:

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later in this policy
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house assessment
- Records of achievement
- Pupil tracking

In identifying children who may have SEN/D we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress against the objectives specified in the National Curriculum and EYFS Early Learning Goals;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and
- standardised screening or assessment tools.

### Record of Concern

Early identification of any concerns is vital and is recorded on the SEN concern form which is then passed to the SENDCo, in order to track concerns. As necessary, the class teacher may inform the parents/carers at the earliest opportunity, to alert them to concerns and enlist their active help and participation. This is the first stage in our graduated response to needs.

### SEN Support

If assessments show that a child may need some appropriate form of intervention or additional provision to aid their area of need, we use a range of strategies that make full use of all available classroom and school resources. This level of support is stage two of our graduated response. It is at this point that a child is placed onto the SEN/D register.

Triggers for **SEN Support** may be:

- makes little or no progress when teaching approaches are targeted particularly to a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; or
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's class teacher together with the SENDCo, will offer interventions or support that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. This intervention will be recorded on the Year-group/Key Stage provision map as well as the SEN Learning Ladder for that child, setting out the provision the child receives and adjustments that are made, along with up to three specific targets the child will be working on in order to meet their needs.

The Learning Ladder will show the short-term targets/steps (termly) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes for the year and the review by the class teacher in consultation with the parents or carers. The review must take place at least termly. Learning Ladders will be in a child friendly format with the child being fully involved in the writing of it at every stage, where possible.

It is anticipated that the use of a Learning Ladder should be sufficient in order to meet the needs of a child and that this should be a temporary adjustment so that the child can address their areas of concern.

Should a child continue on a Learning Ladder and/or support is needed from outside services for more individualised or specific input, such as the Communications and Disorders Team, the school will discuss this with parents and carers first. A referral may need to be completed for the support of an external agency and parental consent given. When specialist advice is given, this may lead to additional or different strategies to those applied at Stage 2 of the SEN Support process. This enhanced level of support is the third stage. External support services will provide information for the child's Learning Ladder. The new strategies within the Learning Ladder will, wherever possible, be implemented in the child's normal classroom setting.

Triggers for **Stage 3** may be:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectations substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service; or
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

As with stage 2, at stage 3 the Learning Ladder will show the short-term targets/steps (termly) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes for the year and the review by the class teacher in consultation with the parents or carers. The review must take place at least termly. Learning Ladders will be in a child friendly format with the child being fully involved in the writing of it at every stage, where possible.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

#### **Education, Health and Care Plans (EHCPs) – Stage 4**

In exceptional circumstances, if the child continues to demonstrate significant cause for concern, a request for a statutory assessment will be made to the LA. A range of written evidence about the child will support the request and a range of advice will be sought before making a formal statement. The needs of the child are always considered to be paramount in this.

A child will be brought to the LA's attention as possibly requiring an assessment through: -

- a request for an assessment by the school;
- a request for an assessment by the parent; or
- a referral by another agency e.g. health authority, social services.

## Inclusion arrangements and access to a broad and balanced curriculum

At The Limes Primary Academy we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; we differentiate work appropriately, and we use assessment to inform the next stages of learning.

Learning Ladders, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Year group/phase provision maps are also used for other individuals (such as those with English as an Additional Language) and classes to highlight where resources are being used effectively and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the academy and can help to identify any potential gaps in provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

## Monitoring and Evaluation

The academy and governors routinely evaluate and monitor the success of the SEN/D provision. The success of the school's SEN/D policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCo and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEN/D register;
- termly monitoring of procedures and practice by the SEN/D governor;
- the school's annual review, which evaluates the success of the policy and sets new targets for development;
- the school's strategic plan, which is used for planning and monitoring provision;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce Learning Ladders and targets, revise provision and celebrate success.

## Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

## Staff Training and Professional Development for SEN/D

At The Limes Primary Academy, we continue to develop staff/governors expertise by making full use of courses provided by Suffolk County Council, REAch2 Academy Trust, Teaching Schools Partnerships, National Conferences and other agencies or INSET, drawing on staff specialisation. The needs are identified by the individual, the SENDCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader.

## Partnership with other schools and Transition

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENDCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year Six teacher and/or the SENDCO discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEN/D records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENDCo as a person to contact if further information is needed.

### **Working in partnership with parents**

The academy works closely with parents in the support of those children with SEN/D. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEN/D, and so complete routine Pen-Portraits for children with specific needs in order to keep the staff informed of important and relevant information for their child.

Parents meet regularly with the class teacher and/or SENDCo to review and set new targets for Learning Ladders as well as other necessary meetings such as to complete referrals for outside agency support. As necessary, parents can request to have individual meetings with the class teacher and/or SENDCO by contacting the school office and arranging a mutually convenient time and date.

### **Collaboration with other agencies, organisations and schools**

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology and Therapy Service;
- Local Authority SEN Officer;
- Outreach Services as available (e.g. MLD, County Inclusive Support Service);
- Speech and Language Services (SaLT);
- School nurse;
- CAMHS;
- Paediatricians;
- Other school and academy SENDCos (who meet to ensure continuity of provision/approach).

When appropriate, the school also works with the following agencies:

- Physiotherapy;
- Occupational Therapy; and
- Social Services.

Any advice gained is used to inform 'next steps' and is incorporated within Learning Ladders and intervention programmes, in conjunction with discussion with parents/carers and the child.

## Appendix 1 – SEND Information Report

### How does the school communicate with me and my child?

Regular discussions, including:

- Parent Consultation Meetings—regular joint meetings between parents, children and class teachers, reviewing progress and setting targets.
- Review meetings or meetings with outside agencies.
- Transition Meetings

In addition to this:

- Through our regular newsletters
- Via the website, Facebook or Twitter feed
- Teachers to Parents text message service
- Annual Reports

### Can this school meet my child's needs?

We are an inclusive, mainstream school that aims to meet the needs of all learners. This may include supporting the child in the following areas:

- Speech, language and communication
- Learning, including literacy and numeracy
- Social, emotional and mental health difficulties that may affect behaviour.
- Sensory and/or physical needs, including visual or hearing impairments.
- Medical needs.

### How will my child be included in school life?

A welcome meeting, tour of the school and transition meetings where needed.

Regular staff training in response to children's needs.

A focus on pastoral support.

Care plans for individual medical needs.

Fully accessible building and outside space.

Adjustments to learning and teaching, trips, visits, sports tournaments

and various extra-curricular clubs to ensure all children access the

curriculum and extra-curricular activities at their level and in the most

appropriate way for them. Additional aids/equipment will be procured as recommended by experts/outside agencies.

Please also see these policies: Special Educational Needs and Disability, Equality, Anti-Bullying, Behaviour, Accessibility

### Who should I talk to about my child's difficulties with learning or medical/special educational needs?

- My child's class teacher.
- SENDCo—Mrs K. Cracknell
- Headteacher—Mrs K. Cracknell
- SEND Governor—TBC



**THE LIMES**  
PRIMARY ACADEMY

### SEND Information Report

### Where else can I find support and information?

The Suffolk Infolink website publishes information about Suffolk's Local Offer: [www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk) Also:

- SENDIASS (Support for Parents): [www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)
- Your G.P.
- East Coast Community Healthcare services, including School Health/School Nursing Team and Speech and Language Therapy: [www.ecch.org](http://www.ecch.org)
- Autism Anglia: [www.autism-anglia.org.uk/suffolk](http://www.autism-anglia.org.uk/suffolk)

### What sort of special needs support is available for my child at the school?

High quality targeted teaching from the class teacher with adapted planning to meet individual needs.

A Learning Ladder outlining long-term aims and short-term targets agreed between pupil, parent and school, regularly reviewed.

Short term interventions to support learning in small groups/1:1.

Additional transition support, within school and when moving on, e.g. social stories, programme of visits, additional meetings etc.

Resources e.g. visual timetable, work-station, social stories etc.

Interventions and assessment from outside agencies such as Ashley Outreach, Speech and Language Therapy, Educational Psychologist, School Health and the County Inclusive Support Service

### How does the school identify and assess children with Special Educational Needs and Disabilities and evaluate the provision for these pupils?

Information is gathered from:

- Parents/carers and the child's views
- Information from previous settings
- School staff, including school based assessments and through regular Pupil Progress Meetings
- Reviews of Learning Ladders and EHCPs
- Through data analysis

Additional information may include:

- Outside agencies, e.g. health, Educational Psychologist (permission from parents is necessary before referring to other agencies.)
- Education and Health and Care assessments
- Common Assessment Framework (CAF)

### How do I voice concerns?

Talk to your child's class teacher and/or the SENDCO/Headteacher.

If your concerns are not resolved, please see the school's Complaint Policy for advice on how to proceed. The parent support service, SENDIAS can help with this if needed.

### How does my child have their say?

We talk to children regularly about their learning/progress and where relevant, children with SEND are involved in their target setting and reviews. In addition to this, each class has Learning Parliament representatives, which includes children with SEND. Each class has a class teacher and a Learning and Teaching Assistant/EYFS Practitioner who are available for children to speak to during the school day.