

THE LIMES PRIMARY ACADEMY



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Special Educational Needs and Disability Policy

Category:	Inclusion
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Special Educational Needs and Disability Coordinator – Lindsay Higgins

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy takes account of the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

At The Limes Primary Academy it is our aim to assess children early, in order to identify those children who have a special educational need. Educational programmes are then planned that will meet the special educational needs within a broad and balanced curriculum.

Beliefs and values

We believe that all pupils should be happy, confident and ambitious individuals with a passion for learning. We strive to give all pupils the skills to enable them to be successful in the world today and in the future. Every teacher is a teacher of every child, including those with Special Educational needs and Disabilities. All adults in the school are responsible for all pupils to enable this to happen.

1. INTRODUCTION

If children have needs that are additional to, or different from their peers, this is recognised by the school. Action is taken to meet such needs and to ensure that the child is able to progress well and achieve.

Aims and Objectives

The school aims to:

- To work within the guidance provided in the SEND Code of Practice 2015.
- Provide opportunities for all pupils to learn and achieve
- Promote pupils' self-esteem and emotional well-being and develop their ability to relate to others
- Set suitable learning challenges
- Provide opportunities for all pupils with additional needs, with disabilities and from all social and cultural backgrounds

Roles and Responsibilities

Governors

- The governing body will always endeavour to secure the necessary provision for any pupil identified as having special educational needs.
- The governors will ensure that all teachers are aware of the importance of providing for pupils with SEND.
- Be fully involved in developing and monitoring the school's SEND policy
- The Governing Body will nominate governors to take a special interest in special educational needs.

Headteacher

- The Headteacher has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.
- The Headteacher should keep the governing body fully informed and also work closely with the school's SEN Lead.

SEN Coordinator

The Special Educational Needs and Disability Coordinator working closely with the senior leaders and teachers will:

- Be closely involved with the strategic development of the SEND Policy and provision to raise the achievements of children with SEND.

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- Have a responsibility for the day to day running of the school's SEND Policy and for co-ordinating provision for pupils with SEND, working closely with staff, parents/carers and other agencies.
- Have responsibility for the annual Special Needs High Tariff funding.
- Monitor the progress and achievements of all children with SEND
- Oversee records of all children on the SEND Register
- Liaise with and advise class teachers
- Contribute to the management of the Learning Support Assistants
- Contribute to the in-service training of all staff
- Liaise with parents
- Liaise with external professionals including the LA's support and Educational Psychology Services, Health and Social Care and voluntary bodies

Class Teacher

- All teachers should provide Quality First Teaching
- All teachers have important responsibilities, on a day to day basis, for the provision of children, including those with Special Educational Needs
- Early identification is vital to providing for the child's needs.
- The class teacher must fully involve the parents, they should be made aware that their child has needs at the earliest opportunity. No action should be taken without informed parental consent. Parents should be involved in planning targets and writing Learning Plans when possible.
- The class teacher has a responsibility to discuss the child's progress towards their individual targets at regular intervals with the SENCo. With parents' permission, advice and support from outside specialists may be requested. This may involve further assessments and provide guidance to inform planning for a Learning Plan.
- The class teacher has the responsibility for the provision of work, activities and assessment related to the targets on the Learning Plan and also keeping learning support assistants fully informed about the needs and progress of the child.
- The class teacher has a responsibility to involve the child and encourage as much participation as possible in his/her reviews and development of targets. Staff will support pupils to write a One Page Profile at the beginning of every academic year.
- Write the class provision map to plan support and intervention groups.

Learning Support Assistants

- Have access to information about the children they are supporting
- Have opportunities to talk to the teacher about the ways they will be supporting
- Have opportunities to feedback to the teacher regularly.
- If possible attend the review meetings
- Have opportunities for training
- Keep notes on progress against Learning Plan targets.
- Carry out interventions to support children's learning

Admission Arrangements

- The school aims to be fully inclusive. All pupils are welcome including those with Special Educational Needs and the arrangements for their admission will be in accordance with the LA and the schools admissions policy. We accept that every parent of a child with Special Educational Needs has the right to choose a mainstream school. Pupils with Special Educational Needs are fully integrated into the life of the school and are involved in all activities.

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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. If a child has a disability the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan, (EHCP, a statement of SEN).

Disabled Access

- The school is on two floors with several outside entrance doors appropriate for wheelchair use and a lift. All areas of the school are fully accessible. The school has a wide disabled toilet for pupil/adult use.

Resources

- The funding for pupils with Special Educational Needs is provided from school budget which allows for earlier intervention, more flexible groupings and more appropriately targeted support. This budget, then, provides for a range of administration, management, equipment, meetings and most of all adult support.

These are:

- Learning Support Assistants for individuals and small groups
- Material resources
- Review meetings
- Panel meetings
- Pastoral support meetings
- Training

The termly high tariff needs funding is used to support those children with higher needs.

2. IDENTIFICATION ASSESSMENT AND PROVISION

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) sets out four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and Physical.

'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.' (Xii Introduction to Special Educational Needs and Disability Code of Practice)

Identification and Assessment

- The Foundation Stage Profile and Early Learning Goals will identify any child who has a learning difficulty
- The child's performance monitored by the teacher as part of ongoing observation and assessment
- The child's performance against the level descriptions within the national curriculum at the end of Key Stage 1
- Information provided by parents

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- A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.
- In deciding whether to make special educational provision, the teacher and SEN Coordinator should consider all of the information gathered from within school about progress, data and expectations of progress. More specialised assessments from external professionals could also be considered for higher levels of need.
- Information gathering should include an early discussion with the pupil and parents, which should be recorded.
- A clear graduated approach should be taken to identify and support SEND needs.

Provision

- Individual programmes which have short term targets, teaching strategies to be used, specified support, review dates and success criteria
- The child's provision will be relevant and motivating and will enable them to participate effectively in the curriculum and assessment activities
- Parents will be kept informed of their child's progress towards their targets
- There will be regular recording of the child's educational needs, the action taken and the outcomes.
- Where a pupil is identified as having SEND, the school should provide support which takes the form of a graduated four-part cycle (Assess, Plan, Do, Review).
- *Assess* – having been identified as needing support, the teacher and SEN Coordinator will consider assessment, progress, attainment and behaviour. The assessment will need to be reviewed regularly.
- *Plan* – When a child is to be provided with SEND support, the parents will be notified. The support and intervention should be selected to meet the outcomes identified and planned support should be available for parents and any staff working with the child. A Learning Plan will be developed with the parents and outside professionals where appropriate. Pupils' views and wishes will be gathered using a Child-Centred One Page Profile.
- The class teacher will remain responsible for working with the child on a daily basis while working closely with support staff to plan and assess the impact of support.
- The SEN Coordinator should support the class teacher in further assessment and advice on effective implementation of support.
- *Review* – Effectiveness of support and impact on progress should be reviewed in line with the agreed date.
- The impact should be evaluated along with views of parents and pupil.
- Clear information regarding the impact of the support and intervention should enable next steps to be planned.

Review

The Learning Plan will be reviewed with the parent, teacher, and, where appropriate, the child, regularly to measure progress, ensure that interventions and actions remain appropriate and that the provision for the child continues to match the nature of their needs.

Annual Reviews

For those with an Educational, Health and Care Plan (EHCP), an annual review must be held. Advice will be requested from parents and other appropriate individuals prior to the meeting. Following the annual review meeting, the Headteacher must submit the report to the LA within 10 school days. The school must send a copy of the report to the parents and all those invited to the meeting.

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Evaluation

The policy and provision for children with Special Educational Needs will be evaluated as part of the whole school systems of monitoring and self-evaluation.

EAL

The Limes recognises that SEND for children with additional language require particular care. We look carefully at all aspects of a child's attainment to establish if the barriers to learning arise from limitation of their command of English or from SEND under the SEN Code of Practice. Following the SEND Code of Practice those EAL difficulties related solely to limitations of English are not classed as SEND and therefore a child would not meet the threshold for the SEND register. However, The Limes ensures all children, including children with EAL are supported to achieve.

Complaints

The Headteacher and all staff are committed to providing the very best education for all the children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher, key stage leader and then the SEN Coordinator or Headteacher, in that order, so that issues can be discussed and rectified. If there is still cause for complaint it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the school's complaints procedure

3. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

- In service training in accordance with the School Development Plan and performance management targets
- Advice and training can be requested from Head, SEN Coordinator, Academy services etc.
- Support Staff have opportunities for training
- SENCo regularly attends courses

Links with Education Department Support Services and other Agencies and Organisations

- The school works closely with Educational Psychologists, School Health, Social Services and voluntary care organisations
- The school uses specialist provision available through the local offer, including the Specialist Education Services (SES): Cognition and Learning, Communication and Interaction, SEMH and Sensory/Physical, Graduated Response Stage 3, Whole School Inclusion Service and The Alternative Tuition Service.

Partnership with Parents

- The school values parental involvement in their children's education and recognises the importance of working even more closely with parents of children who have a special educational need.
- The school recognises the wealth of knowledge and expertise parents have about their child. This information all helps to develop relevant targets for the child.
- The school is committed to providing as much information as possible to help the parent understand their child's needs.
- Children's learning plans are shared with parents and parents are invited to

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contribute to the plan.

Transfer Arrangements

- Transfer within the school at the end of each school year is well planned for all children. A transfer discussion with teachers takes place. The children on the SEND register are discussed in detail. Their targets and progress explained and if necessary new targets put into place before the end of term. We aim in this way to provide as smooth a transfer as possible
- Transition booklets are provided when necessary and beneficial to the child.
- The children on the SEND register are discussed in detail and additional strategies such as social stories and pupil passports can be used.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Should we have any concerns for the safety of any pupils experiencing SEND, we will follow the whole school safeguarding procedures following the 'Keeping Children Safe' document.

Links to other policies:

- The Limes Primary Academy SEN information report
- Accessibility Policy Plan
- Anti-bullying Policy
- Complaints Policy
- REAch2 Safeguarding and Child Protection Policy

End of policy

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