



**Ladybridge  
Primary School**

# **Special Educational Needs and Disability (SEND) (STATUTORY)**

**Other Information:**

**Special Educational Needs and Disability Co-ordinator: Tracey Hall**

**Special Educational Needs and Disability  
Governors: Nicola Burgess**

## Introduction

Under the Children and Families Act, schools are obliged to ensure that parents are fully informed about the provision that is being made for children and young people with Special Educational Needs and Disability (SEND). At Ladybridge, this information will be available in the form of the 'School Offer'. This Special Educational Needs and Disability Policy, along with the School Offer, will be reviewed annually and shared with all stakeholders.

## Rationale

The Governing Board and staff at Ladybridge Primary School are committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs and/or disabilities, have a common entitlement to a broad, balanced and accessible curriculum; and that they should be fully included in all aspects of school life.

We understand that many pupils (approximately 20%), at some time in their school career, may experience difficulties which affect their learning, and we recognise that the special needs of some children may be short-term, whilst other children may have difficulties that are more severe or complex, requiring continuous support. This policy describes the strategies employed in order to meet the needs of children identified as having special educational needs and/or disability.

## Definitions of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

## Objectives and Aims

### Aim

Our aim is to ensure that children reach their potential, through access to an appropriately differentiated curriculum, scaffolding, modelling and resources that will help them to progress. As a school, we will ensure that children with special educational needs and/or disability receive their full entitlement in terms of a broad, balanced and differentiated curriculum. They will have every opportunity to develop their full potential in all areas of the curriculum. We will develop, in each child, a sense of worth that will encourage self-esteem.

### Objectives

- To ensure the early identification of children with special educational needs.
- To identify and provide for children's individual needs (including SEND) through high quality

provision.

- To develop and maintain partnerships between parents and school; and support the family of children with SEND.
- To develop and maintain partnerships between school and external support agencies.
- To share information and expertise in order to improve provision.
- To implement person-centred planning in order to ensure that each child receives their entitlement to a broad, balanced and accessible curriculum.
- To involve the child, where possible, in reviewing their SEND provision.
- To plan/budget for the maximum use of the school's resources to support children's individual needs.
- To work within the guidance provided in the SEND Code of Practice 2014.

## **The Four Areas of Special Educational Need and Disability**

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (*SEND Code of Practice 2014*). The SENDCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SCLN reach their potential.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (*SEN Code of Practice 2014*)

### **Social, mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. (*SEN Code of Practice 2014*)

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age-related and can fluctuate over time. Many children with Hearing Impairment (HI), Vision Impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

## Identification of SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SENDCO classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

**Identification of SEND will be through a graduated approach and the assess-plan-do-review process.** This four-part process is an ongoing cycle to enable the provision to be revised as the understanding of the needs of the pupil grows.

**Assess:** Analysis of the pupil's needs using ongoing formative and summative assessment and comparisons with peers and national data. Parental concerns will also be noted and taken into consideration.

**Plan:** Planning will involve consultation between the teacher and SENDCo to agree the interventions and the support that is required. All adults working with the child will be informed of interventions, strategies and sought outcomes.

**Do:** Teachers will remain responsible for the day-to-day planning, teaching and learning. They will work closely with support staff to determine the impact of intervention and strategies.

**Review:** The child's progress will be reviewed regularly. Parents will be kept updated with regard to progress.

## Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

### The Governing Board

Nicola Burgess is the Governor responsible for SEND at Ladybridge. The Special Educational Needs and Disability Co-ordinator (SENDCO) will liaise with the SEND Governor on a termly basis.

The Governing Board has a statutory duty towards pupils with SEND. They maintain an oversight of this policy and the school's approach to provision. They monitor the progress of SEND children, and establish the appropriate staffing and funding arrangements.

### Facilities

Our school building is accessible to all. Ramps and rails are appropriately positioned around the school to facilitate easy access for those with a disability. There is a purpose built disabled toilet for wheelchair users, which also provides shower and changing facilities. **For more information, please see the school's 'Accessibility Plan'. The accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are required.**

Additional rooms are available for intervention to provide some of the support that children may require. This support may be provided by school staff or outside agencies. We have a breakout intervention space - 'The Den' which is used to meet the sensory needs of some pupils with more complex needs.

We make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

### Admission Arrangements

We welcome children with special educational needs at Ladybridge; and we are well-equipped to accommodate children with health and physical difficulties. Parents are invited to share information about their child before admission to enable the school to address their individual needs. If external agencies are already involved in supporting the child, they will be contacted to provide additional information so that the needs of the child can be met promptly. **Further information about admissions can be found in the school's Admissions Policy.**

### The Role of the SENDCO (Special Educational Needs and Disability Co-ordinator)

It is the Class Teachers who have overall responsibility for the progress & well-being of every child in their class, including those who have SEND, whilst the SENDCO will determine the strategic development of SEND policy and provision in the school. The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support pupils with SEND, including those who have EHC (Education, Health and Care) plans. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO will work with professionals providing a support

role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

**The SENDCo will also:** liaise with and advise teachers; manage learning and support assistants; contribute to the in-service training of staff; liaise with parents/carers of children with SEND; liaise with outside agencies; maintain the school's SEND register and oversee records such as provision maps and individual SEND records; provide information about school's policies for identification, assessment and review of all pupils with SEND; organise and conduct annual reviews of EHC plans; liaise with Governors responsible for SEND and inform the Governors on issues related to SEND.

### Provision Maps

Parents will be informed of their child's inclusion on the SEND register and given the opportunity to discuss their child's needs with the class teacher and Special Educational Needs and Disability Co-ordinator. The class teacher should have clear guidelines and individual programmes for the children.

Provision Maps are created for children on the SEND register. This is a working document which is under constant review. It describes the specific aspects of provision which are being planned to meet the needs of a child with additional needs. Parents must be fully involved and consulted about the provision. Any identified provision must also be recorded on the child's learning passport which will be shared with parents.

The provision must be focused on addressing the pupils' on-going learning targets which must relate closely to on-going work in class. Most lessons should provide an opportunity for these learning targets to be addressed and/or for progress against these targets to be monitored. For children with an EHCP, targets must specifically relate to those identified in their EHCP. They can relate to pre-key stage standards or the national curriculum specific areas within a particular aspect of learning (e.g. writing), particular communication targets (for example using 2 or 3 key word phrases), particular engagement targets (for example to work independently on task for a given period of time) or particular social interaction targets (for example to engage in play with one other, to work cooperatively in a small group...)

The development of the individual provision map needs to involve key staff, particularly the class teacher, other adult support and the SENDCo. Any adults named in the provision should ideally also be involved. Any other adults who may be directly or indirectly responsible for delivering the provision.

### SEND curriculum including strategies

Staff development will be identified as part of appraisal to accommodate training for teachers and support staff. All strategies will be with due regard to the 'Code of Practice'.

- Regular liaison between the class teacher, SENDCo and parents.
- Advice drawn from external agencies.
- Provision map provided by the class teacher.
- Targets to be specific, sharp and achievable.
- Planning and organisation to meet the needs of the child.
- Children supported within class, small group or individually.
- Consideration of teaching styles.
- An age-appropriate curriculum to ensure access to the whole curriculum by task, adaptive teaching strategies or expected outcomes.
- SENDCo to regularly monitor, assess and review arrangements to enhance children's progress.
- School works closely with the Educational Psychology service to liaise with the SENDCo and carry out individual assessments.
- Speech therapy support is given to some children.
- Physiotherapy and Occupational Therapy monitor and give therapy to children in school.
- Ladywood Outreach share the knowledge and expertise that their specialist staff have developed, in

- order to support our pupils who have a range of learning and communication difficulties
- The school liaises with Social Services, Educational Social workers, Paediatricians and teachers of children with sensory impairment.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of multi-sensory strategies and of varied experiences and interventions across the curriculum.
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping individuals to manage their emotions and to take part in learning.

## **Budget**

An annual allocation for special needs will be identified from within the school's spending plan. The budget for special educational needs and disability has two elements: - staffing and material resources. Annually, the Special Educational Needs and Disability Co-ordinator provides information to the LA with regards to the number of pupils on the school's special needs register, some of whom generate funds for supporting pupils with special needs.

The SENDCo is responsible for auditing resources and liaising with class teachers and subject co-ordinators. This ensures provision of appropriate resources for children with special needs to give them access to the curriculum in a manner suited to their difficulties. Funding will be allocated to the curriculum areas when needed.

## **Record Keeping**

The school maintains a register of all children with SEND. Pupils' progress is reviewed termly. When a child on the SEND register moves to another school, records are passed on by the SENDCo with other relevant information about the child. When Year 6 SEND pupils transfer to secondary school, records are passed to the SENDCo of the secondary school. An SEND transfer record is completed and signed by the receiving school and held in school.

## **Parental Support**

Parents' views and concerns are recognised and welcomed as valuable information when their child's needs are being assessed. They are valued partners in the educational process, involved in the procedure of assessment and monitoring. They are invited to discuss their child's progress on a regular basis.

## **Child Involvement**

The school endeavours to include children with special needs in all areas of the curriculum through appropriate differentiation, if necessary, and involve them in their own development as much as possible.

## **Arrangement for SEN In-Service Training**

All staff are kept up to date on current issues via staff meetings, training days and external courses offered by outside agencies.

## **Complaints Procedures**

Arrangements for considering complaints about special educational needs and disability provision within the school will be dealt with according to the Governing Board procedures. Complaints will be heard by the complaints committee. Appeals against decisions concerning SEND complaints are heard by the remainder

of the Governing Board not involved in the original decision.

### **Success Criteria**

The Head Teacher, SENDCo, teachers, support staff and the Governing Board will monitor the success of the SEND policy by:-

- The SENDCo reporting to the Head Teacher.
- The SENDCo reporting to the Governing Board.
- Appraising the effectiveness of identification, assessment, monitoring and record keeping.
- Provision and use of external support services and agencies.
- Involving parents in implementing procedures.
- Using resources effectively.