



# Longmoor

Community Primary School

*Together we grow, explore, discover.*

## Special Educational Needs & Disabilities Policy

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**DETERMINATION  
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## Name & Contact Details of SEN Team

<b>SENCo</b>	<b>Mrs. L. Astell (SLT)</b>	NASCo <sup>1</sup> Qualification (2022)
	<b>Mrs. H. Gough</b>	Postgraduate Certificated in Advanced Educational Practice (Dyslexia)
	<b>Miss L. Monaghan</b>	NASCo Qualification (2021)
<b>0151 521 5511</b>		<b>sen@longmoorcps.co.uk</b>

The SENCOs will be contactable during school hours and will use their best endeavours to respond within 48 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

At Longmoor, we have three SENCOs, one of which is on the school's Senior Leadership Team (Mrs L. Astell), which is highly recommended within the SEND Code of Practice (2015, 6.87). The policy was developed in collaboration with staff, parents/carers and governors to promote the inclusive practice and approach we have in our school.

It is important to recognise that all of our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so that they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr M. Garside and all members of the Senior Leadership Team work closely with the SENCOs to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND: **Mrs E. Barr-Jones**. Longmoor's SEN Team meet with the SEND Governor at a minimum of three times a year for strategic discussions.

## Aims & Objectives

### Aims

At Longmoor Community Primary School, we aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability;
- Create an inclusive environment that recognises the importance of emotional needs, as well as academic needs of children with SEN and Disability and provides a broad, balanced and fulfilling educational experience which prepares each individual for adulthood.

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<sup>1</sup> National Award for SEN Coordination

## Objectives

At Longmoor Community Primary School we will fulfil our aim through the following objectives:

1. To work within the guidance provided by the SEND Code of Practice (2015);
2. Early identification of and support provided to children who have special educational needs, disabilities and additional needs;
3. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with Teachers, Support Staff and other key individuals and services, including external specialists;
4. To provide support and advice for all staff working with special educational needs pupils;
5. To work co-productively with parents/ carers and children within the Graduated Approach of Assess, Plan, Do, Review.

## Identifying Special Educational Needs & Disabilities

At Longmoor Community Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCOs become involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (2015) specifies 4 Broad Areas of Need and this includes more specific needs:

### Communication & Interaction

Speech, Language and Communication Needs and Autism Spectrum Conditions

<b>Cognition &amp; Learning</b>	Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
<b>Social, Emotional &amp; Mental Health</b>	ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming or physical symptoms not medically explained.
<b>Sensory and/or Physical Needs</b>	Hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child as having SEN, the SENCO will ensure joint working with staff and parents/ careers to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place the appropriate provision to support the child's needs; drawing on advice from the relevant specialists if required.

Within the Graduated Approach, it outlines areas that can impact a child's attainment and progress, which do not necessarily link directly to the identification of a SEN:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child.

## The Graduated Approach

At Longmoor Community Primary School, we follow Liverpool's Graduated Approach of Assess, Plan, Do, Review.

- The SEND Code of Practice (2015) suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. To assess this, we use the following Wave Model:
  - Wave 1.1: inclusive, quality-first teaching for all children;
  - Wave 1.2: teacher-directed interventions that provide a focused boost for some children;
  - Wave 2: school-directed interventions driven by whole-school priorities for specific pupil groups, including those classed as SEND;
  - Wave 3: additional, highly personalised, specialised intervention for a few SEND children.

- Therefore, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- It is of the utmost importance that high quality teaching is differentiated and personalised for individual pupils, as the first step in responding to pupils who have or may have SEN; additional intervention and support cannot compensate for a lack of high-quality teaching;
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered;
- This may include staff training in relevant areas of SEN or receiving specialist support from an external agency;
- The planning of a child's SEN provision is completed co-productively with the teacher, SENCO and parents/ carers, through considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. School and parents/ carers meet on a minimum of 3 times a year to discuss SEN provision, separately to the 3 parents' evenings also available;
- At Longmoor, we are a part of the Consortia Model, whereby we can access specialist support as a part of this allocation.

In accordance with the SEND Code of Practice (2015) all 3 of our SENCOs hold the relevant qualifications to fulfil their role. Their key responsibilities link directly to working to improve the outcomes of our children and families.

This includes:

- Overseeing the day-to-day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN;
- Liaising with the relevant designated teacher where a Looked After Child (LAC) has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents/ carers of pupils with SEN;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.

# Managing Pupils Needs on the SEND Register through the Graduated Approach and Exit Criteria

## Assess

In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, together with their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to the pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every half term in our school. The SEND Register is rigorously reviewed every term by the Headteacher and SENCOs together.

## Plan

We recognise that we must formally notify parents if their child is being provided with SEND support regardless of prior involvement and communication. The teacher and SENCOs agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. Each child on the SEND Register has an individual, unique Pupil Profile, created in close collaboration by the child, the class teacher, the parents/carers and the SENCOs. Parents are invited to a co-production meeting at a minimum of 3 times a year to discuss provision and to inform the 'plan' stage.

## Do

The School's SENCOs (Mrs L. Astell, Mrs H. Gough and Miss L. Monaghan) support class teachers in problem solving and advising on the effective implementation of support and in further assessments. The class teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

## Review

Reviews are carried out on the agreed date. Pupil Profiles are reviewed termly at SEND co-production meetings by teachers and parents/carers and in close conjunction with the child. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCOs' role.

When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCOs, will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCOs attending meetings offsite to support the transition process.

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as OSSME, Specialist Teachers from SENISS or Educational Psychology Service.

As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care Plan (EHCP). This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an EHCP, which will bring together health and social care needs, as well as their special educational needs and provision.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school; this is outlined within their provision map. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

## **Supporting Pupils and Families Throughout the Graduated Approach to SEND**

At Longmoor, we follow a person-centred approach and have each individual at the heart of what we do. We aim to work in partnership with our families and to ensure that they are fully informed about all matters relating to their child's SEN.

- The support we offer in school is outlined in our SEN Information Report, which is published on our school website and is updated regularly. We also guide parents



towards the Local Authority Local Offer for information about wider services which can be found across Liverpool and the wider Merseyside area.

- In addition to information about the personalised support we offer your child, we also provide information about:
- Our Admissions Policy (available on the school website);
- Our links with other agencies (outlined in the SEN Information Report);
- Our arrangements for examination and assessment access (policy available on the school website);
- Our transition arrangements (outlined in the SEN Information Report)
- As a school, we use a Person-Centred Approaches and work with children and their parents/carers, to do this through:
- Termly co-production meetings to review a child's provision;
- Having an 'open door' policy, whereby parents/ carers and children can contact a SENCO at numerous times throughout the week;
- Spaced out SEN time for the SENCOs to allow maximum availability;
- Mrs L. Astell conducts SLT duty each Wednesday and is present on the yard before and after school.

## Supporting our Children/Young People with Medical Needs

At Longmoor Community Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy, which can be found on our school website.

## Monitoring & Evaluation of SEND

Whilst the full governing body of a school remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor at Longmoor Community Primary School is currently **Mrs. E. Barr-Jones**. **Mr. M. Rea** is the Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting regularly with the SENCOs and visiting classrooms;
- Ensuring they have an understanding of the role of the SENCOs and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort;
- Reporting regularly to the Governing Body;

- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The SEND Governor will also liaise with the SENCOs in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCOs and Link SEND Governor;
- Parents/carers;
- Pupils;
- Outside Agencies.

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes;
- The use of the PIVATS assessment system for those pupils working below age-related expectations and deemed to have a Cognition & Learning SEN;
- Use of standardised tests including reading, spelling and numeracy ages;
- An analysis of external tests including SATs;
- Teacher assessments and the school's tracking systems;
- Evidence generated from Pupil Profiles and Annual Review meetings;
- Reports provided by outside agencies including Ofsted;
- Monitoring and evaluating provision using Provision Maps.

## Resources & Training

### Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is managed by the Headteacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

<b>Element 1</b>	<b>Core Educational Funding:</b>
<b>Element 2</b>	<ul style="list-style-type: none"> <li>• Mainstream per-pupil funding (AWPU<sup>2</sup>)</li> </ul>
	<b>Notional SEN Budget:</b>

<sup>2</sup> Age-Weighted Pupil Unit

<b>Element 3</b>	<ul style="list-style-type: none"> <li>• Contribution of up to £6k for additional support required by the child/young person with high needs</li> </ul>
	<b>High Needs / Top-Up Funding:</b> <ul style="list-style-type: none"> <li>• Top up funding from the LA to meet the needs of individual children / young people with or without an EHC plan.</li> </ul>

The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support Special Educational Needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHCPs – Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without an EHCP are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

## Workforce Development and CPD

We have an Induction Programme in place, which all new staff receive. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. As a school, each member of staff has a subscription to the National College, where they have access to a wealth of training relating to SEND. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

## Roles & Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCOs will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children.

These include:

- The SEN Governor, **Mrs E. Barr-Jones**. She meets with the SENCOs (at a minimum of three times a year/ once a term) to discuss their strategic plan for the year and monitor the progress of pupils with SEN;
- The school employs 17 members of support staff. They carry out a range of roles across the school and are split into 'phases', led by SLT.

	Year Groups	Phase Leader	Assigned SENCo
<b>Phase 1</b>	N, R, Y1	Mrs. A. Haynes	Mrs. H. Gough
<b>Phase 2</b>	Y2, Y3, Y4	Mrs. L. Astell	Mrs. L. Astell
<b>Phase 3</b>	Y5, Y6	Mrs. E. Garside	Miss L. Monaghan

<b>Designated Safeguarding Lead</b> <b>Member of staff responsible for Looked After Children</b> <b>Staff member responsible for managing the school's responsibility for meeting the medical needs of pupils</b>	Mrs. E. Garside
	Mrs. A. Haynes
	Mrs. J. Jones

## Storing & Managing Information

The school has a separate policy: GDPR and Data Protection Policy. This can be found on our school website.

## Reviewing the Policy

We will review this policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

## Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum;
- The physical environment;
- The provision of information sharing and communication.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

## Other Policies Relating to SEND

- The Accessibility Plan;
- Admissions Policy;
- Complaints Policy;
- SEN information on the school website (SEN Information Report);

- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014);
- Safeguarding Policy;
- Supporting Medical Conditions Policy.

## Dealing with Complaints

We actively encourage dialogue between parents/carers and school in order to resolve problems at an early stage.

Any complaints should first be raised with the child's **Class Teacher**. It will then be directed to the most appropriate member of SLT (most likely **Mrs L. Astell** as SLT SENCO). If this needs to be passed further, it will be communicated to our Headteacher, **Mr M. Garside**. If unresolved, it will then progress to **Mr M. Rea**, our Chair of Governors. All complaints follow the school's Complaints Policy.

When managing parental complaints related to SEND, we may follow the course of action below:

- Meetings with the parents/carers, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership);
- Key issues can be discussed and identified;
- Discussions should take place with all relevant staff;
- Reports provided by outside agencies should be considered;
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

## Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25 (2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0–25 years (2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012