



Special educational needs and disabilities policy

This SEND Policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority.

Chair of Governors	Due to be signed off by full governing body on 30 th Nov 22
Head Teacher	
Date	October 2022
Review date	This policy will be reviewed annually

At Latchford St James CE Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We aim to develop an ethos of care, empathy and understanding. The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals.

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0-25 Years defines Special Educational Needs as:

- A child or young person having a learning difficulty or disability which calls for special educational provision to be made for them
- A child or young person who has a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Aims of the policy

Our overall aims are:

- To identify children causing concern as early as possible
- To ensure that the learning environment corresponds to the pupils' needs
- To assess, develop strategies, teach and monitor children's progress within all aspects of development
- To maintain and enhance self-esteem of children who have challenges accessing the curriculum and/or aspects of school life and environment
- To provide support as appropriate for a child's needs, working in liaison with other agencies as necessary

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENDCo and all other members of staff both teaching and support staff, each have responsibilities in establishing an inclusive learning environment. All teachers are teachers of children with special educational needs and is a whole school responsibility. At the heart of the work in our school class is a continuous cycle of planning, teaching and assessing which takes in to account the wide range of abilities and interests of children.

Identification, Assessment and Provision

- **Step 1 – Monitoring**

All good quality first teaching involves a cycle of:

assess need – plan to meet the need – deliver the plan – review the plan – begin again.

For those children with identified SEND, this cycle may involve joint working with other agencies. Quality First Teaching for all can remove barriers to learning for some pupils. Pupils may experience delay in their learning and do not make expected progress for a range of reasons. Within this monitoring step, staff gather information to establish if there is a need to put interventions in place to support the child. Children in this category may be causing concern to their class teacher or parent, or the child themselves may be concerned about progress being made in school. There may be a concern about development in any of the four areas of need as set out in the Special Educational Needs Code of Practice:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional & Mental Health Issues
- 4) Sensory and/or Physical Needs

or a combination of these.

The class teacher will carefully monitor the situation to gather some evidence of the challenges the pupil may be having. The class teacher will then inform the SENDCo of their observations and concerns. They will then discuss the child's records and teachers' observations to build a picture of the child's strengths and areas of concern. This may then be shared with the parents/carers and/or the child as appropriate.

Following this, if concerns remain, the level of support will move to Step 2.

- **Step 2 – SEN support (school support level)**

Classroom teachers closely track children and are able to identify those who are still not making good progress and are causing concern. Children at this stage fall within the definition at the start of this document. These children have a learning difficulty which requires a more structured approach in order to assist them in overcoming their barriers to learning. Those identified are then referred to the SENDCo and recorded on the SEND register in any or all of the four areas:

1. Communication and Interaction
2. Cognition and Learning

3. Social, Emotional and Mental Health
4. Sensory and Physical

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

1. Assess
2. Plan
3. Do
4. Review

This is known as the graduated response and the teacher will write a 'Plan, Do, Review' (PDR) to indicate what has happened to support this child. If after 2 cycles with intervention the child is not closing the gap we will move onto the next stage.

The class teacher remains responsible for planning the intervention programme, but may delegate its delivery to a member of support staff (teaching assistant).

The setting of desired outcomes (through a PDR) will involve the parent and child (where appropriate) and is repeated on a termly basis. After evaluation of the outcomes it may then be felt that:

- a) Intervention has been effective, and further PDR support is necessary to ensure continuing progress
- b) The challenges have been resolved and the pupil has made good progress, therefore no further interventions are necessary
- c) The problem has been resolved, therefore no further interventions are necessary, but the child is to be returned to Step 1 for careful monitoring
- d) The gap has widened and it may be necessary to consult an outside agency, therefore moving onto Step 3 SEN Support. The key test of the need for further action is evidence that the current rate of progress is inadequate and that perhaps external advice is required.

- **Step 3 – SEN support (external agencies)**

The SENDCo and class teacher, in consultation with parents/carers, may ask for help from external services, such as an Educational Psychologist, health workers, NHS speech and language therapists, community paediatricians and occupational therapists as necessary for the individual child. They keep a record of any advice received about a pupil from external agencies and incorporate these into any Plan, Do, Review.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. The child will continue to have a PDR with termly targets influenced by the outside agency suggestions.

Where a pupil is receiving Additional SEN Support (Step 2 or 3), staff will work through the Assess, Plan, Do, Review cycle by writing a PDR for the child. Teachers will speak with parents/carers termly to talk through goals, discuss strategies and support that will help achieve them, discuss outcomes and review progress.

Complex Needs

For children with complex needs, where multiple professionals are involved, a PDR will be agreed for the term with parents/carers and, if appropriate, the child. The SENDCo will be involved in coordinating the delivery of the PDR.

The SENDCo will take a lead in co-ordinating further assessments of the child, planning future interventions and monitoring and reviewing the action taken. Main provision is delivered by the class teacher, with some limited targeted adult support provided by a TA where resources allow.

Children identified at Step 2 and Step 3 will have specific outcomes, agreed with the parent and, if appropriate, the child. These will be set out in a PDR and reviewed on a termly basis. After evaluation of the PDR it may then be felt that:

- a) Intervention has been effective but a further intervention plan is necessary to ensure continuing progress
- b) Good progress has been made and the support of outside agencies is no longer required, therefore the child can be moved down a step and may no longer require an intervention plan
- c) The gap has widened and it may be necessary to consider if all needs are being addressed adequately by the school, or if it is now appropriate to consider putting the child forward to the Local Authority for statutory assessment which may lead to an Education Health Care Plan (EHC plan).

The key test of the need for further action is evidence that the current rate of progress is inadequate.

- **Step 4 - Assessment by the local authority for statutory assessment for an education health care plan (EHCP)**

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO in conjunction with parents/carers/carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.

Statutory Assessment

The SENDCO, class teacher and parents/carers will discuss the child's further needs and seek parental/carer permission to initiate statutory assessment. The SENDCO then collates all the evidence relating to the child's needs and completes all necessary documentation to submit to Local Authority.

The Local Authority, having considered the information that the school provides, may decide to progress with a statutory assessment when it considers that it may be necessary for special educational provision to be made for the child in accordance with an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs request and assessment does not always lead to an EHC Plan.

The maximum time for the Local Authority to complete this process from receiving the school's request for assessment is 20 weeks. At each stage of assessment, children and their parents/carers are involved fully and their views and wishes taken into account.

- **Step 5 – EHCP**

If an EHC Plan is granted then the school, parents/carers and the child, if appropriate, will work together with the education, health and other professionals to plan and deliver a specific programme. Progress against the agreed outcomes will be reviewed on a termly basis in school and at least annually with the Local Authority.

The Local Authority have a person designated to assist parents/carers and give them independent advice and the Local Authority have a website containing information known as "The Local Offer" which will give parents/carers further information to this policy.

Role of the SENDCo, teachers and support staff

The **SENDCO** is responsible for:

- The smooth running and co-ordination of special needs provision
- Liaising with Head Teacher, class teachers and support staff
- Liaising with outside agencies (Educational Psychologists, Health Services etc)
- Setting timetables and managing all staff working with children with SEND
- Overseeing records of children with SEND
- Providing/organising in-service training for staff as necessary
- Maintaining resources to meet pupils' needs
- Liaising with parents/carers (after consulting class teachers)
- Maintaining and monitoring the SEND register and monitoring list
- Completing all necessary documentation in connection with statutory assessment and the annual review of the EHC Plan

Teachers are responsible for:

- Liaising with parents/carers and the SENDCo about concerns.
- Compiling intervention plans and agreed outcomes, involving the child and parents/carers in this process, and evaluating their outcomes at least termly
- Providing data and other forms of assessment and evidence to the Head teacher and SENDCo
- Inviting parents/carers in to school each term to discuss and agree new outcomes and to sign the child's intervention plan
- Incorporating the involvement and advice of outside agencies organised by the SENDCo
- Managing any extra support provided within school and working with the adults involved to implement any interventions
- Liaising closely with the SENDCo and Head Teacher to devise intervention plans, teaching and assessment/evaluation

The **support staff** are responsible for:

- Supporting children with SEND within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with class teachers' guidance
- Keeping a record of support given
- Contributing their evaluations and assessments to any discussions/meetings to agree future interventions

- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

The **GOVERNORS** are responsible for:

- Monitoring the work of the school
- Receiving a termly report from the SENDCo within the Headteachers report.
- Allocating funds, as budget allows, to promote the SEND provision
- Ensuring that the Code of Practice is followed
- Appointing a Governor with responsibility for monitoring SEND
- Appointing a qualified teacher to take up the role of SENDCO and ensuring the appropriate training

Children with disabilities

Children with disabilities who do not have special educational needs will have an 'Individual Care & Access Support Plan' written by the parents/carers, SENDCO and class teacher. This will outline strengths and areas of focus, plus suggested actions, to minimise the impact of potential barriers to learning.

Children with health needs

Children with medical conditions will have a Health Care Plan agreed with the school and the parents/carers. This will be written in line with the school's Administration of Medicines Policy.

Resolution of disagreements

Through full consultation and taking the views of parents/carers and children into account, it is hoped that there would not be any disagreement over meeting the needs of children in our school. However, in the event of a disagreement the matter will be dealt with in line with the current Code of Practice. It may be necessary to involve external mediation. Early resolution would be our aim for the benefit of the child.

In the first instance any complaints should be directed to the class teacher who will direct this to either the SENDCo or the Headteacher in the hope that a resolution can be met. The problem may be dealt with by the Chair of Governors or the local authority where it is felt that the means of resolving the problem lies beyond school resources. Where

necessary parents/carers will be reminded of the Parent Partnership Scheme (IPSEA) where they will be able to receive independent advice and support.