

# Linden Primary School

## SEND Policy



### Status

Statutory X

Recommended

Good Practice

### Purpose

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This Policy is supported by the SEND Information Report, which gives more detailed summary of the policy in operation.

This Policy and Guidance takes into consideration Legislation and DfE guidance :

Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- Keeping children safe in education: for schools and colleges, Which sets out that a schools Designated safeguarding lead must be aware of the safe guarding risks for children with SEND.

### Consultation

Staff, governors and parents as appropriate

### Links with other policies

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

### Monitoring and Evaluation

Annually X

Every 3 years

Other  \_\_\_\_\_

Head teacher

Governing Body X

Other  \_\_\_\_\_

### Dates

Original Implementation  
September 2024

November 2014

Reviewed September 2023

Next Review

## Vision Statement

At Linden Primary school, we believe that all children should be supported to reach their full potential, no matter what their needs may be. All children are unique individuals, therefore, we strive to ensure that our teaching and provision is tailored to suit each child and that adaptations are made, where necessary. At Linden, every teacher is a teacher of children with special educational needs and disabilities (SEND) and supporting children with SEND is a whole school responsibility. Staff, at all levels, are expected to consider the needs of pupils with SEND, when planning their subjects or areas, and work closely with the SENDCos to put this in practice.

Many pupils in our setting may require extra support throughout their time at school. Some may need this support for a short period of time and some may require it for longer, which is why we constantly review the needs of our pupils, alongside parents and other professionals, to ensure that we are still supporting them to have equal opportunities to their peers and to help them succeed in school and later in life.

Our belief is that provision that is beneficial for children with SEND, is beneficial for all. As a result of this, we work together as a team to make sure that our general practice, curriculum and teaching, is as inclusive as possible and that all children have access to quality first teaching, which is scaffolded and adapted to meet their needs. It is important to us that all children feel valued, appreciated and part of our whole school community. Therefore, we work hard to ensure that our inclusivity doesn't just cover the curriculum, but also all aspects of wider school life.

## Definition of Special Educational Needs

The SEND Code of Practice states that;

*“they have a learning difficulty or disability which calls for special educational provision to be made for him or her” (Page 15).*

The code of Practice then defines the learning difficulty as a child who has a greater difficulty when learning than that of their age related peers. It also defines a disability as children being hindered or not able to access the facilities available to them and children of their age. These learning difficulties and disabilities mean that children may have barriers to learning and may need additional support to achieve their full potential.

The Code of Practice then defines these into four areas of need:

- **Cognition and learning:** This is where children may need appropriate differentiation to be able to access the work alongside their peers. These children may have Moderate Learning Difficulties (MLD) where more support and targeted intervention is needed in a few areas of the curriculum. It could also encompass children with a more Specific Learning Difficulty (SpLD), such as Dyslexia or Dyscalculia, where pupils have difficulties in a specific area of the curriculum.
- **Communication and Interaction:** This includes children with Speech and Language delays or speech disorders and impediments. It also includes children on the Autistic spectrum who may find social interaction with peers and adults difficult.
- **Social, Emotional and Mental Health:** This encompasses a range of social and emotional needs and behaviours that children may display, that prevents them from fully accessing the curriculum. These can include anxiety, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorders or poor mental health, due to a variety of factors.
- **Physical and Sensory:** This encompasses children whose access to the facilities around school is hindered or prevented by their physical disability. They may need adjustments and provision to ensure that they can access the resources and environment in line with their peers. This can include children with Physical Disabilities (PD), Visual Impairments (VI), Hearing Impairments (HI) or Multi-sensory Impairment (MSI).

These categories of SEND will be used to inform identification of needs and planning, ensuring that children receive the appropriate and most effective support. It also enables the school to contact the outside professionals with the correct expertise to guide and advise our practice, ensuring our provision for the child's needs is effective.

## Roles and Responsibilities

### The Inclusion Team

Name	Role	Responsibilities
Meg Jenkins	Inclusion Lead	SENDCo Looked After Children Mental Health Lead Pastoral Support EAL Deputy Designated Safeguarding Lead
Tarryn Wellington	SENDCo	SEND (year 1-3)
Sasha Davidson	Deputy Head	Deputy Designated Safeguarding Lead Pupil Premium Attendance Lead
Lucy Collins	Headteacher	Designated Safeguarding Lead
Rozina Begum	Parent Support Advisor	Deputy Designated Safeguarding Lead Attendance Parent/ family Support
Emma Toms	Learning Partner	Applied Therapy
Becky Cheers-Berry	Learning Partner	ELSA
Gurminder Sidhu	Learning Partner	Drawing and Talking

The Inclusion Team and SENDCos, Miss Jenkins and Mrs Wellington, are responsible for the day-to-day operation of the school's SEND policy. The SENDCos will co-ordinate regularly with the SEND governor to ensure that the governing body are clear on the overview of SEND at Linden. The SENDCos' responsibilities are:

- Overseeing the day to day operation of the SEND policy.
- Organising and coordinating provision for SEND pupils.
- Working and collaborating with parents and carers for the wellbeing and academic progress of children with SEND.
- Building partnerships with outside agencies who support and guide the provision for our SEND pupils.
- Ensuring SEND records and plans are reviewed and updated regularly, reflecting children's needs.
- Managing learning partners directly working with children with SEND.
- Supporting and advising teachers on provision for children on the SEND register.
- To contribute to in house training to improve SEND provision.

### The Teachers

All staff have a responsibility to promote inclusion and make reasonable adjustments, in order that everyone has equal and equitable opportunities. All children have the right to individual help and respect from their teachers and other staff.

The core provision for all pupils with SEND is quality first teaching. This is monitored by senior leadership through monitoring visits and day-to-day drop-ins around the school.

Our first aim is always to make the core class work accessible to as many children as possible, by removing as many barriers to learning as we can and scaffolding learning. Our curriculum leads strive to make each area of the curriculum accessible to children with a range of SEND, supported by the SENDCos and overseen by the senior leadership team. Where the core class work is assessed to be inaccessible to a child, then an adjusted curriculum will be offered. This will be planned for, resourced and supported by the class teacher. An adjusted curriculum is often a differentiated version of the core tasks. The teacher will still have accountability for those children's progress.

Teachers will use on-going formative assessments to decide on the best provision for the children in their class and to support them with accessing the curriculum, where possible, or putting in an alternative curriculum, if necessary.

It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption. This means that staff will be trained or alerted to current research about effective behaviour management strategies and pastoral care.

The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

### SEND Learning Partners

Designated learning partners (LPs) will work with individual children or groups of children to provide additional support for that child's needs. They will work on specific, measurable targets that the teacher has set, as well as support these children with accessing the curriculum or the everyday routines of school. They will work closely with the children's class teachers, as well as the SENDCos, and outside agencies where appropriate.

### Parent Voice

The school welcomes and encourages all parents to engage in conversations with their child's teacher to support their child's learning. When all the adults work together as a team to support a child's learning, their progress increases.

Linden staff will:

- Work closely with parents to support a child's learning and will invite parents to attend all Team Around the Child meetings.
- Signpost parents to support services that can support their child's wellbeing at home, and support parents with referral and applications where needed.
- Encourage the parents' voice and opinion on the provision provided for their child.
- Ensure that the parents are confident and clear in the processes and procedures within the SEND framework.
- Provide support for parents so they can be actively involved with the child's learning at home.

In addition, the school has made available a Local Offer which will guide parents of pupils with special needs to the local services available which can provide support. Please contact the school should you wish to use this resource.

## **Identification, Provision and Interventions**

### Identification

The Code of Practice outlines a graduated response to pupils' needs, matching the variation of children's additional learning needs. Most children will have their needs met through Linden's broad and balanced curriculum and normal classroom scaffolding.

However, we recognise the significance of early identification of pupils with special/additional educational needs. We will work closely with other professionals, already involved with a pupil

upon entry into school, as well as being vigilant to issues or difficulties that may arise throughout the primary journey. Some pupils, despite high quality class teaching, do not make sufficient progress. This would be identified by the schools rigorous monitoring of progress and attainment of all pupils. The teacher and SENDCos will work together to identify the specific area of need, using Local Authority guidance and the SEND Code of Practice.

The Class Teachers also discuss any concerns with the school's inclusion team. Together, they will consider an holistic approach to improve outcomes for a pupil and discuss these with the parents. All factors should be taken into consideration that may be preventing a child from making progress. It could be a temporary situation, where short term support is needed. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time.

If the child's difficulties require additional provision, a My Plan will be written for the child and they can be placed on the SEND register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEND register. The school will inform the parents of the additional support and interventions being put in place.

### Provision

Most pupils with SEND will receive the majority of their learning through high quality class teaching and a curriculum designed to meet their needs. Alongside support and advice from the SENDCos, class teachers will pitch learning activities to the needs of the pupils, so they are suitably supported and challenged. Where needed, resources will be modified to support children with SEND to access the Learning. Linden Primary School strive to educate children identified with SEND alongside their peers as much as possible. The class teacher and the SENDCOS will be responsible for tracking the progress of SEND pupils and pupil progress meetings will include discussion around the progress of pupils with SEND.

### Interventions

Some pupils with SEND may need to be withdrawn from class for regular, additional, targeted intervention, to secure good or better progress. Additional targeted interventions will be "additional to and different from" normal provision within the class. However, additional targeted intervention does not replace high quality class teaching. These interventions must complement and not interrupt high quality class teaching. Most targeted interventions will be provided by a qualified learning partner or HLTA. The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND.

The SENDCOS will be responsible for monitoring the impact of these additional interventions. If the selected intervention is not having a positive impact, then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

### The Graduated Pathway

A small number of pupils with SEND may still struggle, despite high quality teaching and additional targeted interventions. For these pupils, the SENDCOS will consider escalating up the Graduated Pathway and requesting professional advice from external support agencies; which include Advisory Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services. These children will therefore be escalated to a My Plan +. This is where the SENDCos, class teacher, parents and outside agencies come together termly to discuss current progress and attainment, as well as priorities for the following weeks. It is a multi-agency approach to target setting that draws on all adults' knowledge of the child's strengths and needs.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a coordinated assessment of their special needs, undertaken by the Local Authority, who may issue an Education, Health and Care Plan. The SENDCos will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the

Educational Psychologist and/or Advisory Teacher. For those pupils with an Education, Health and Care Plan, the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the Plan.

### **Asses, Plan, Do, Review**

The Graduated pathway works on a cycle of 'asses, plan, do, review'. This is where the child's needs are assessed, a plan is written and then the teaching staff 'do' the provision needed for the child to achieve the targets on the plan. This is then reviewed regularly, and the process starts again.

#### Assessment

The assessment procedure is generally initiated by the class teacher. The class teacher and the SENDCos will continually monitor and assess pupil's progress, through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents and outside agencies is also sought and valued. Where it is necessary to determine whether a pupil's difficulties are due to SEND or EAL, then a more in depth assessment may be required. Pupils own views of their experience and progress in school is also an important part of the assess process, and these are sought during this phase.

#### Plan

This is where the appropriate support for the Child is decided. There are 3 levels of SEND support that the children can receive. The different levels of support mean that children's provision is planned in different ways, dependent on their level of difficulties and needs.

These are:

- My Plan- *where the class teacher, closely supported by the SENDCos, writes a plan according to the child's difficulties in class. This is shared with the parents every time it is reviewed and parents are made aware that their child is on the SEND register.*
- My Plan +- *children who are receiving support on a My Plan+ have their targets created through a TAC meeting, where parents, school staff and outside agencies get together to priorities provision for the coming weeks. This is reviewed termly, with the parents being central to the process.*
- EHCP- *If children's needs are complex, the Local authority will coordinate the planning of targets set for these children. This again will take place in a TAC meeting where School, Parents and outside agencies are invited. This is reviewed annually.*

Plans created in the planning stage of the cycle should be shared with all staff working with the children to ensure that the provision is consistent and that all members of staff are supporting that child in accessing the curriculum and overcoming barriers to learning. The plans will be stored in the child's SEND folder.

#### Do

During this part of the process, the provision decided during the planning stage, will be implemented by key staff, including the class teacher, SEND learning partners and class learning partners. The class teacher will remain accountable for the child's attainment and progress. The SENDCos will also continue to support in helping the class teacher to identify strengths and weaknesses, as well as problem solving arising issues.

#### Review

The impact that the provision and resources is having on the child's progress will be reviewed regularly. This will be dependent on their level of support.

- My Plans are reviewed at least every long term.
- My Plan + are reviewed once every 8 weeks.
- EHCPs are reviewed annually.

During this review period the class teacher and or the SENDCo will review the quality of the provision and the associated impact. Adjustments will then be made to the plan to ensure that progress continues. The views of the pupil and the parents will also be sought during this review period.

### **Record Keeping**

The SENDCos hold and update SEND registers. The class teachers and the SENDCos are responsible for the completion of all appropriate paperwork relevant to the Code of Practice.

The SENDCos are responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs.

All paperwork remains **private and confidential** and will be stored in a locked cabinet.

### **Monitoring Progress**

Monitoring of the additional targeted interventions will be ongoing. To measure progress SEND pupils are likely to be assessed more frequently and their progress closely tracked. This will enable the SENDCos to adjust targeted interventions appropriately. Mapping of the provision in place for pupils will be managed by the SENDCos.

Pupil's success can be measured by:

- Completion of 'My Plan' and 'My Plan +' outcomes..
- Progress up through pre-key stage objectives
- By a reduction in the quantity of support they require in order to continue progressing.
- Progress towards and attainment of National Curriculum targets.
- Achieving or over-achieving their end of key stage targets.

### **Safeguarding**

The health and safety of all children is of paramount importance.

Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In addition to this children with SEND can be vulnerable to abuse, so extra safety and monitoring of their safeguarding needs to be in place. Our Designated Safeguarding Lead will be aware of this and will be trained to be vigilant when safe guarding our most vulnerable pupils.

Therefore the safeguarding and welfare of all children means that there may be times when we consult with colleagues in other agencies if we are concerned about the safety or welfare of a child. This may mean that, on occasions, we refer our concerns to Social Care Services. The Child Protection Officer in our school is Mrs L. Collins.

The privacy of the children and their families will be respected. All information gathered will be kept securely either in the files retained in the SEND cupboard, by the class teacher or in the school office. At all times any adults, staff or volunteers will only be welcome in the school if they are able to respect that right to privacy