



Learning for
Life

Longleaze Primary School

Special Educational Needs & Disability & Inclusion Policy

Introduction

At Longleaze, we believe that all children have an equal right to an inclusive, full and rounded education which will help them become lifelong learners. We try our best to provide more personalised, special educational provision for children whose learning needs are 'additional to and different from' those of their peers, within a differentiated curriculum. This enables us to respond effectively to the four areas of need identified in the new Code of Practice (2015).

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

The 'responsible person' for overseeing SEN+D and the implementation of the new Code of Practice is Alison Knowles. Mrs Knowles can be contacted via email aknowles@longleaze.wilts.sch.uk or via the School Office.

Mrs Knowles is a member of the School's Senior Leadership Team. Our Governor responsible for SEN+D is Sarah Beaumont. Together with the Head Teacher, other members of the Senior Leadership Team and the Governing Body, they ensure that the Special Educational Needs & Disability policy works within the guidelines and inclusion policies of the SEN+D Code of Practice (2015), Wiltshire Local Authority and other policies currently in place in the school. This policy has been created in consultation with teachers, teaching assistants, parents and carers, families, children from our School Council, in fact people from many parts of our school community. The SEN+D Information Report, available on our website, informs of other specialist staff that support SEN+D provision within our school.

Our school enjoys a diverse community, where children learn alongside each other, from a variety of ethnic backgrounds. The children at our school have a wide range of abilities. The proportion of children with SEN+D Support or a statement of special educational needs is quite high compared to local and national averages.

This SEN+D policy details how, at Longleaze, we will do our best to ensure that the necessary provision is made for any child who has special educational needs and that their needs are known to all who are likely to work with them. We believe that every teacher is a teacher of every child, including those with special educational needs and we ensure that teachers make the necessary provision for them, including working in small groups with children with SEN+D as often as time will allow. Our practice is to ensure that children with SEN+D have the opportunity to work in different contexts, sometimes teacher or adult led, but increasingly independently or with a partner.

This policy reflects the definition of SEN+D as set out in the Revised SEN+D Code of Practice (1.3). This states that a child or young person has SEN+D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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 in mainstream schools or mainstream post-16 institutions.

Types of SEN+D

The term SEN+D covers a wide range of types of need, including:

- specific learning difficulties
- moderate learning difficulties
- speech, language and communication needs
- behavioural, emotional and social difficulties
- autistic spectrum conditions
- visual and hearing impairment
- physical disability
- multi-sensory impairment
- profound and multiple learning difficulties.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can become life-long learners and engage in activities alongside children who do not have SEN+D
- to engage with, and respond to, the views of: parents, carers and children, to promote and evidence high levels of confidence and partnership
- to draw up and report annually to parents and carers on the policy and effectiveness of our work for children with special educational needs
- to make clear the expectations of all partners in the process, particularly relating to early identification and appropriate provision
- to ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development
- to ensure support for children with medical conditions is given, enabling inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Our school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both children with statements of SEN+D and those with less complex needs.

We employ a 'whole school approach' to special educational needs which involves all of our staff adhering to a model of good practice. Our school staff are committed to identifying and providing for the needs of all children in an inclusive environment, enabling children to achieve through a range of teaching and learning approaches. It is important at Longleaze that we meet the diverse needs of our children, to ensure inclusion for all and help children to become prepared for later life in a multi ethnic and diverse society.

To do this, we will ensure that children with special educational needs join in the learning activities with children who do not have SEN+D, so far as is reasonably practical. For this to be successful, consideration is given to ensuring the child is receiving necessary special education provision, without compromising the effective education of other children in the school and the efficient use of resources.

At Longleaze we recognise that children have different educational and behavioural needs and may require different strategies for learning. We respect the fact that children acquire, assimilate and communicate information at different rates, and therefore need a range of different teaching approaches and learning experiences.

Access to the Curriculum

All children have an entitlement to a broad, balanced and engaging curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The National Curriculum (2014) will be made available for all children. Where children have special education needs, a graduated response will be adopted. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for children with special educational needs to match their individual needs and the class teacher and SENCo will keep regular records of the child's needs, the action taken to support them and the outcomes.

Teachers may 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 all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- providing children with opportunities to learn in individual, small group or whole class contexts

- differentiating the curriculum to meet the needs of individual children, enabling them to achieve success in their learning independently
- ensuring schemes of work for children, within classes and year groups, reflect whole school approaches to teaching and learning, taking account of special needs
- planning for curriculum tasks and activities to be broken down into a series of small and achievable steps for children who have marked learning difficulties
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Provision to support our vulnerable children's needs at more unstructured times such as playtimes may be put in place to ensure all children can play safely, responsibly and kindly alongside their peers. The School's Behaviour Policy will apply to all our SEN+D and disadvantaged children, unless they have an individual Behaviour Support Plan in place.

A wide range of school clubs take place during lunchtimes and after school. Where these are run by staff from school, there is a fully inclusive approach so that every child can participate. Where clubs are run by non-staff we specifically request that they make the activities they offer accessible to all, so that all children can achieve and enjoy.

Accessibility

Statutory Responsibilities

Our school has a duty to improve the accessibility for disabled children and we have made several adaptations to meet the needs of children with SEN+D. An Accessibility Audit is carried out annually and any actions are carried out effectively to ensure accessibility for both our children and the families and visitors who come to the school, who may themselves have a disability or impairment.

Providing a Graduated Response for children with SEN+D

Our school aims to provide quality first teaching, using a range of teaching and learning approaches, to deliver a differentiated and engaging curriculum. It is only when a child fails to respond to this and doesn't make progress or shows signs of difficulty in any of the areas of need defined in the Code of Practice 2014, that the school places the child at 'school concern' – an internal register - and support that is additional to and different from the differentiated curriculum will be provided.

Such interventions will usually be carried out over a 6-8 week period, within a plan-do-assess-review model to ensure that the intervention is appropriate and having impact.

This support will be identified on a provision map and may be provided in a range of ways including:

- classroom organisation and management
- in-class support by teacher/teaching assistant
- withdrawing the child for individual/small group
- pastoral care intervention
- use of specialist resources, intervention programmes and equipment

It should be noted that provision for children with special educational needs is a matter for the whole school. The Governing Body, the Head Teacher, the SENCO and all other members of staff, but most

particularly class teachers and teaching assistants, have important day-to-day responsibilities. After initial discussions with the SENCO about meeting the child's needs and possible intervention/access strategies, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom or delivered by a teaching assistant.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Parents and carers will be informed and children will start to be involved in decisions taken about their learning at this stage, if appropriate. If a child still doesn't make progress, advice will be sought from the appropriate support service, an Individual Education Plan (IEP) may be drawn up to identify actions to be taken to meet needs, and the child will move to the 'SEN+D Support' register. An IEP or Provision Map will reflect the following information:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What the child can do to help move their learning on
- How the child can be successful and their view on their targets
- The review date

Provision Maps will be reviewed and updated regularly by teachers and teaching assistants. Teachers may choose to introduce an IEP which will be shared with parents/carers during parents evening appointments. Over time, it is our intention to transfer the IEP documentation and supporting evidence of interventions and discussions to a 'My Support Plan' for children on the SEN+D Support register. The appropriate forms will be used for recording and referral as necessary.

If, despite further interventions and support from outside agencies, there are still significant concerns about the child's progress in learning, the child may be assessed for an Education Health Care Plan, in accordance with Local Authority guidance. This assessment is likely to be triggered when three or four successive cycles of plan-do-assess-review interventions have not helped the child to move on in their learning. The information gathering process will be co-ordinated by the SENCO, and the class teacher will take responsibility for keeping records which will have been developed through a process of continuous assessment, both formative and summative, as outlined in the Code of Practice.

Where necessary, children will be referred to the SENCO for diagnostic testing to construct a profile of the child's overall strengths and weaknesses e.g. we have carried out visual stress assessments on children.

Where a child has an Education Health Care Plan (EHCP), this will be reviewed annually, as required by legislation.

School Request for Education, Health and Care Plans

A request will be made by the school to Wiltshire Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, through implementing the 'graduated response' and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. It does take time to gather this evidence but it is vital to do this robustly to prepare the application for an SEN Panel.

The school will be expected to provide evidence which reflects the significance of our concerns. The evidence will be gathered through the completion of a EHCP/'My Plan' document and will include:

- Previous individual education plans and targets for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Academic and other assessments, for example from an advisory specialist support teacher or Educational Psychologist
- Views of the parents and carers

The parents and carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary placement, the SENCO from the secondary school will be invited to attend the Annual Review.

We will request the support of a Local Authority SEN+D Lead worker to support the School and Parents/Carers through this process. Our Lead workers are currently Deborah Greenslade and Cara Mead.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

To refer to an individual agency, a DART (Digital Assessment and Referral Tool) is completed, and signed by parents and/or carers. This is only done with your permission. In cases where we need to involve two or more agencies or the intervention is likely to be relatively short term, the Common Assessment Framework (CAF) process is initiated, again with consent from parents and/or carers. Parents and carers are invited to regular reviews of the CAF, through a 'Team Around the Child' meeting, to ensure they are up to date and the process is helping the child or family to move forward. We will transfer a CAF process to a My Support Plans where it is considered the additional support and intervention for the child is likely to be of a long term nature.

An external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The

delivery of the intervention recorded on the provision map continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below age related expectations
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received more than one cycle of intervention, the child continues to fall behind the level of their peers.

When assessment visits are arranged with outside professionals, both you and your child will be informed beforehand wherever possible; it will often be possible to make an appointment to meet with them before or after they work with your child.

An up-to-date list of the agencies that we liaise with is included in the SEN+D Information Report, on the school website.

Supporting children with Medical Conditions

Our inclusive community aims to welcome and support children with medical conditions. We understand the responsibility we have to support children who attend our school and to those who may enrol in the future. We aim to provide all children with medical conditions the same opportunities as others at the school, unless it would be unsafe to do so. We request that parents and carers disclose as much medical information as possible when children join our school, so that we have the clearest possible picture of children's needs.

We work alongside the School Nursing Team to support children with medical needs in our school community. Please see the separate Medical Needs Policy for further information.

We have many trained paediatric First Aid staff in our school, with a senior First Aider, who oversees the management of children with existing medical conditions within the school. Some staff are trained to support particular children with specific medical needs e.g. nut allergy, asthma, diabetes. We have a defibrillator on site, in case of a medical emergency.

We work alongside specific colleagues for particular disabilities and we are able to borrow loan equipment to support medical needs from the Local Authority, when recommended by SEN+D professionals.

The Role of the SENCO/Inclusion Lead at Longleaze

The SENCO's responsibilities include:

- Overseeing the day-to-day implementation of the school's SEN+D policy
- Co-ordinating provision for children with SEN+D
- Liaising with and advising teacher colleagues, teaching assistants and parents/carers
- Overseeing the records of all children with SEN+D
- Contributing to the in-service training of staff
- Liaising with local secondary schools so that support is provided for Y6 children as they prepare to transfer.
- Liaising with external agencies including the Local Authority's support and Educational Psychology services, health and social services as well as voluntary bodies.
- Co-ordinating and developing school based strategies for identification and review of children with SEN+D
- Making regular visits to classrooms to monitor the progress of children on the SEN+D Support register
- Evaluating the effectiveness and impact of interventions and whether this is sustained
- Supporting colleagues to ensure we promote inclusion in all that we do
- Carrying out Annual Reviews, Phase Transfer Reviews and 'Team around the Child' meetings
- Writing My Support Plans and reviewing them alongside teaching colleagues
- Gathering and collating evidence for SEN+D Panel statutory assessment

Other Roles and Responsibilities

The Head Teacher, Mrs Laura Oakes, is the Designated Safeguarding Lead. The Head of Pastoral Care Ceri Seal; the Deputy Head Teacher Martin Yeo and the SENCo Alison Knowles deputise this role.

The Head Teacher, Laura Oakes, is responsible for managing Pupil Premium Grant spend within the school and funding for Looked After Children.

The SENCO, Alison Knowles, leads developing inclusion within the school. In our school, our inclusive ethos is recognised in the way in which non SEN+D children respond to the children who have additional needs, with thoughtfulness and without prejudice. We fully support all children with SEN+D attending residential trips and day visits to educational sites; there would only be an exception to this if we felt that to take a child would be unsafe to either the child or the other children taking part.

Ceri Seal provides a Pastoral Care role to all children in our school, but particularly to our vulnerable learners and their families. She carries out pastoral care/PSHE interventions to support raising self-esteem, anger management and employs emotional literacy strategies to help children recognise and be able to articulate how they are feeling. Ceri liaises with many outside agencies to ensure the best pastoral care is made available to our vulnerable children.

Ceri Seal has helped to train our Year 6 Anti Bullying Ambassadors to be able to deal quickly and effectively with any instances of bullying, though this is rare in our school, particularly amongst our vulnerable learners. Our Protected Characteristics procedure ensures that if a child does make a prejudiced comment, they are given time to reflect on what they have said and how this would make their peer feel. Peer mediators are also available in both key stages to support our vulnerable children if they find it difficult to communicate when they are playing.

Ceri Seal and Lise James (Classroom Teacher) have both been trained through the Prospect Hospice to provide bereavement support for children.

Storing and Managing Information

Paperwork relating to teaching and learning, reports from outside agencies and assessment documents for children with SEN+D are retained by the SENCO in a lockable office. Class teachers may also keep assessment documents, copies of provision maps and other personal data in a secure place. Personal online tracking data to track the academic progress of children is held on the School Pupil Tracker Online System, which is password protected. Safeguarding information is also held securely online, with access available only to those members of staff with Safeguarding responsibility. Please see the Data Protection policy for further information.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The resources allocated to children who have special educational needs but do not have an EHCP, will be deployed, in accordance with the provision map, based on the child's individual needs.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs.

The new School Funding System and SEN+D

Funding is agreed locally and is given to schools under two main headings:

Element 1: an amount of money for each pupil in the school (a proportion of which goes towards SEN+D).
Element 2: top-up funding

Element 1: our school gets most of its funding based on the total number of children in the school. Every child attracts an amount of money. This money provides the core budget for our school and it is used to make general provision for all children in the school, including those with SEN+D.

A proportion of the Element 1 funding (approximately 3%) is to be used for SEN+D. The amount in this budget is based on a formula which is agreed between schools and the local authority.

Although we are not told how this aspect of the budget should be spent, we have a duty to identify, assess and make special educational provision for all children with SEN+D, and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

Element 2: this is provided by the local authority for an individual child who has a high level of need and we are expected to use this funding to make provision for this child.

In summary, to meet their needs, children with SEN+D are entitled to:

- core provision from core funding, which is available for all children – element 1;
- extra provision, funded from a percentage of the school's budget;

- extra provision funded by top-up, from the local authority's high needs block – element 2.

Monitoring Children's Progress

Our school adopts a regular, rigorous approach to monitoring children's progress through Pupil Progress Meetings, at least five times a year. This process provides information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which prevents the attainment gap between the child and their peers from widening and better the child's previous rate of progress.

At Longleaze we recognise that progress is hindered when a child is not settled emotionally, and this may lead to changes in behaviour. However, behaviour is no longer indicative of a special educational need and we endeavour to find out what is underlying the behaviour. For this reason, pastoral care support is often put in place as an intervention to boost a child's emotional well-being.

Partnership with Parents and Carers

Partnership plays a key role in enabling children and young people with SEN+D to aspire and achieve. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents and carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Our school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. We intend to develop the signposting for support services on the website, but as your first port of call, please refer to the [Wiltshire Local Offer](#) website, or the Wiltshire Parent Carer Council website, to learn more about the changes to SEN+D and your entitlements.

At all stages of the special needs process, the school keeps parents and carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents and carers at all times. Structured conversations will be held with parents during My Support Plan reviews.

We encourage parents and carers to make an active contribution to their child's education and have regular meetings to share the progress of children with additional needs with their parents and carers. We inform the parents and carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents and carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents and carers will be invited to meet regularly with the class teacher and SENCO and they will have specific opportunities to discuss learning targets and progress on a regular basis. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents and carers.

Dealing with Complaints

At Longleaze, we value feedback of all sorts, both positive and negative and appreciate the opportunity to reflect on what we are doing and to change things if needed. Please contact your child's class teacher in the first instance with regards to your child if they have special educational needs, as the overall responsibility for your child's learning lies with them. If you don't feel your concern is resolved, please speak to Alison Knowles (SENCO) or alternatively the Head Teacher, Laura Oakes. Please refer to our Complaints Policy for more information.

Children's Voice

The school works hard to ensure that children are fully aware of their individual needs and targets; they have often been decided in discussion with the child. Children in KS2 also complete a One Page Profile to share with those around them their reflections on how they learn, what works for them and what they find challenging in learning. We have worked hard to develop this further in KS1.

In addition, children are invited to have their say during Annual Reviews and the writing of My Plans and My Support Plans, so that they have an understanding of their own strengths, areas for development and next steps.

The Role of the Governing Body

The Governing Body challenges the school to secure necessary provision for any child identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body, Head Teacher and the SENCO must report to parents on the provision for SEN+D within the school and the impact of this provision, in accordance with the new legislation. This review will be carried out annually.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full Governing Body.

Evaluating Success

This policy will be reviewed annually. The governors will gauge the success of the policy by the achievements and progress indicated via the SEN+D Annual Review. In addition, evidence will be gathered through monitoring and evidencing:

- Staff awareness of children's individual needs, leading to higher expectations
- Success of the early identification of special educational needs
- Closing the gap in attainment for children with special educational needs
- Accelerated progress for children with special educational needs

- Increased parental involvement in children's learning
- Children's awareness of their own 'next steps'
- Children having higher aspirations of what they can achieve
- Fewer children on the SEN+D Support register
- Improved attendance
- Improved behaviour, where appropriate
- Staff with a wider range of expertise to support children's different learning needs
- Teachers feeling increasingly confident to cater for children with a range of special educational needs
- The impact of the new policy on the practice within the school becomes more evident
- The school meets the statutory requirements of the SEN+D Code of Practice 2015.

Signed: Alison Knowles

Date: September, 2018.