



St Lawrence CE Primary School and Tibberton CE Primary School Federation Special Educational Needs & Disability Policy

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Introduction/Rationale

At St Lawrence CE and Tibberton CE Primary schools, the nurturing environment provided at our inclusive schools by staff helps our children to flourish, achieve and enjoy their learning. Our children try to be the best they can be and are encouraged to 'have a go' in their learning. The learning experiences provided by our dedicated teaching staff are supported by our devoted team of teaching assistants. All children learn, develop and progress in their own ways and we support all children to be the best they can be. Some children may require additional support to reach their full potential and we believe that children should be able to live and develop as well adjusted, autonomous and valued members of society.

We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. As a school we monitor and put the relevant support mechanisms in place, reviewing these measures regularly. Everyone needs help sometimes and it is brave and okay to ask for help when you need it.

We uphold a philosophy of inclusion and we fully support the general principles as detailed in the Special educational needs and disability code of practice: 0 to 25 year (2015).

Our school is physically accessible to all. This policy outlines the school's practice and procedures relating to the support of special educational needs of pupils.

Definitions

Special Educational Needs and/or Difficulties (SEND)

Children have a Learning Difficulty if they have a significantly greater difficulty in learning than, the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Provision

What a school provides for its pupils to support their learning and progress in school – the teaching, resources, use of the curriculum, support, Enrichment activities and resources.

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

(Special educational needs and disability code of practice: 0 to 25 year (2015)).

Individual Provision Map (IPMs)

A provision map is a document that shows interventions, support and additional staffing offered to learners within an educational setting, which differs from the curriculum.

Quality First Teaching

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality First Teaching includes differentiated learning, strategies to support SEN pupils' learning in class and on-going formative assessment.

Adaptations/Adaptive Teaching

Adaptive teaching is an approach aimed at achieving a common instructional goal with learners whose individual differences, such as prior achievement, aptitude, or learning styles differ.

Identification of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Using the graduated response to SEND Support, we will address the needs of children using the four main areas outlined in the Code of Practice (2015) these are:

These are identified under four broad areas of need:

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

In both schools, children are initially monitored with Quality First and Adaptive Teaching. If concerns about attainment, progress or difficulties within one of the four main areas of need remain parents will be informed. Parents/Carers will be invited to meet with the class teacher and SENDCo to discuss the concerns. Parents/Carers are then asked to agree to their child being placed on the SEND register. The class teacher and SENDCo will then work to create an IPM that will be shared with parents/carers and the child. The provision will then be reviewed regularly.

Four Main Areas of Need

Communication and Interaction

Children with Communication and Interaction needs have difficulties in communicating with others. This can take the form of not understanding what is being said to them or challenges in saying what they want to; not only verbally but in the selecting of words. A child may also find it tricky to recognise the social rules of communication. Children with Communication and Interaction needs may need support with one, some or all of the previously mentioned areas. Their needs can also change over time. This area can also be referred to by professionals as Speech, Language and Communication Needs (SLCN).

Cognition and Learning

Despite differentiation in lessons and class based support, some children may have difficulties in their learning that result in them learning at a slower pace. Cognition and Learning needs cover a wide range and these are categorised into: Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD); Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD).

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect anxiety, uncertainty, anger or another underlying cause.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

There is awareness that these needs will be inter-related and that children may have more than one area of need.

Graduated Response

Within the Federation, we are committed to the early identification and intervention of children who may have SEND. The diagram below outlines our Graduated Response.

Quality First Teaching

Children are taught by their Class Teacher who is supported by Teaching Assistants. Support in lessons is provided to children when needed. Differentiation is also carried out.



Monitoring

A child who has been considered by the Class Teacher as requiring additional support outside of classroom support is identified. The SENDCo is notified and the Class Teacher and Teaching Assistants provide extra support such as group work or reteaching of concepts. *A Learning Support Advisory Teacher can become involved to offer recommendations for support at this stage; parents are notified of this and informed of the recommendations made.*



SEND Register

The extra support provided at the Monitoring Stage has not resulted in the desired outcomes. The Class Teacher notifies the SENDCo and a meeting to discuss this with Parents/Carers is made. An Individual Provision Map is agreed upon with parents/carers. This sets targets for the child to work towards and outlines the support they will receive to help them achieve this. The targets, support and timeline are all individual to the child. Individual Provision Maps are reviewed every term with parents and new one is agreed upon. *Plans to involve outside agencies may be put into place at this stage depending on the needs of the child.*



Additional Funding/Support from an Outside Agency

As a result of the steps taken previously, the decision to apply for additional funding for support or the long term involvement of outside professionals may be agreed upon. *Information on these options can be found on the SEND Local Offer and include Speech and Language Therapy Service, Occupational Therapy Service, Inclusive School Forum and Educational, Health and Care Plan.*

SEND support may be triggered if the pupil:

- Has made no or little progress over a realistic period of time.
- Makes progress that is not in line with ability as indicated by good levels of understanding.
- Presents persistent social, emotional and mental health difficulties which have not been overcome by the usual classroom management strategies.
- Has sensory or physical problems which continue or begin to affect progress despite the provision of specialist intervention or equipment.
- Has communication and or interaction difficulties which continue, change or begin to affect progress despite the provision of a differentiated curriculum.

The aim is to ensure that effective provision is put in place and so remove barriers to learning. If further assessment is required we use the T&W guidance to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child. Pupils who receive small group, individual or specialist support, including from outside agencies are identified on the schools tracking system using the schools graduated response.

Individual Provision Maps – IPMs

Both schools within the Federation have an agreed format for Individual Provision Maps that is designed with the following principles in mind:

- The IPM is a tool which should help to raise achievement for pupils with special educational needs.
- The IPM is a working document which has a simple format and gives details of the provision which is additional to or different from what is normally provided for all pupils.
- The IPM should be comprehensible to all staff and parents and distributed accordingly.
- The targets should be shared with the child and monitored and reviewed regularly.

During meetings with parents/carers, the layout of the IPMs is explained along with the targets and support set out. IPMs are reviewed with the specific child, their parents/carers and the SENDCo by the Class Teacher. The IPM is continually under review to ensure that the appropriate targets set provide opportunities for success for the child and that progress can be made.

Children who have special educational needs are fully included into every aspect of school life whilst having their individual needs monitored closely using the 'Assess, Plan, Do, Review' approach. This is recommended in the SEND Code of Practice (2015) and is in line with the LA policy.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, including learning behaviours.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

Plan

Where it is decided to provide a pupil with SEND support, parents will be fully involved and consulted. Interventions and support strategies will be discussed with all concerned parties and an action plan put in place detailing outcomes and a review date.

An Individual Provision Map (IPM) will be put together. This sets out any arrangements that are additional to and different from that which is offered through the school's curriculum.

All staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, alongside the SENDCO, will revise the support (IPM) in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The IPM is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

At each stage of the process pupils and parents will be informed and consulted.

If adequate progress is not made after a substantial period of intervention and review, the SENDCo and teacher, in consultation with parents / carers, may decide that further support and advice is needed from an appropriate outside agency.

Staff Roles

Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is responsible for the day-to-day running of SEND support in school. This is through the offer of support to class teachers, work with SEND pupils, statutory documentation, communication with parents/carers, liaising with outside agencies, action planning for SEND in school and the reporting of SEND to governors and the Senior Leadership Team.

The SENDCo will:

- oversee the day-to-day operation of the SEND policy
- coordinate provision for children with SEND, advise on the graduated approach to providing SEND support
- ensure there is liaison with parents and other professionals in respect of children with SEND
- advise and support other practitioners in the school
- organise CPD and provide advice to fellow teachers and support staff
- attend relevant training and disseminate the details to all staff
- liaise with the relevant Designated Teacher where a looked after pupil is identified as having SEND
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- provide induction procedure for ECTs and new staff
- ensure that the school keeps the records of all pupils with SEND up to date
- liaise with external agencies including the LAs and educational psychology services, health and social services, and voluntary bodies/the Connexions PA
- review provision on a regular basis
- liaise with the Head of School
- work with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- review the effectiveness of the policy
- make sure that multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, Health and social service departments, LAB21, Educational Psychologists and the LA.

Class Teacher

The class teacher will ensure that:

- parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child
- children who make slower progress will be given carefully differentiated learning opportunities to help them progress, with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- all children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the Inclusion Statement in National Curriculum 2014:-
 - teachers should set high expectations for every pupil.
 - teachers have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
 - teachers should use appropriate assessment to set targets which are deliberately ambitious.

Governing Body

The Governing Body will:

- appoint a Link Governor to take a special interest in this area
- ensure that provision is made for pupils who have SEND
- ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with SEND joins with all pupils in the activities of the school together, as far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with SEND
- have regard to the Code of Practice when carrying out its duties to pupils with SEND
- ensure that parents are notified of the decision of any extra provision being made for their child
- governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources
- the quality of SEND provision is continually monitored, evaluated and reviewed
- SEND provision is an integral part of the School Development Plan

Supporting children with Medical Conditions

At St Lawrence CE and Tibberton CE Primary schools, we recognise that pupils with medical conditions should be fully supported so that they have full access to all aspects of school life. Some children 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 pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation

Provision for SEND pupils will be a regular part of the school's monitoring of learning and teaching. The SENDCo will review the progress of pupils identified and report to the school's senior leadership team. The coordinator will provide the governors with information on the progress of SEND provision through the creation and regular review of the School Improvement Plan.

The coordinator will provide colleagues involved in the secondary transition process with information regarding SEND pupils so that the pupils can continue to receive appropriate provision. We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

Parent Partnership

At St Lawrence CE and Tibberton CE primary, we strive to have the best communication channels possible with parents of SEND children and we regularly arrange meetings to plan and review our support. We believe that the parents of children with SEND play an essential role in supporting their children's progress both in and out of school. Mrs Nash, Mrs Moore, Mr Battrick and Mr Al-Asmar are available through contacting the school office. The SENDCo (Mr Al-Asmar) strives to attend all SEND meetings with class teachers and parents/carers to maintain working relationships and partnerships.

Additional Funding

The Inclusive School Forum

The Inclusive School Forum is a meeting of school professionals including head teachers and SENDCos who have expertise in special educational needs. It has been developed for all schools in Telford and Wrekin so that they are able to get advice and guidance from each other about how to meet children's needs effectively.

In addition, schools can ask the Inclusive School Forum for funding to support children's complex SEND. This is known as Additional Inclusion Funding or AIF for short. Many parents say they have long waits to access support some of which have been only accessible with an Education, Health and Care Plan. There will be no need for a child to have an Education, Health and Care Plan to access funding (AIF) from the Inclusive School Forum. One aim of the forum is to provide funding much earlier so that children's needs can be supported quickly. Parents and pupils play a key part in the application and review process.

Education, Health and Care Needs Assessment

In very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an Education, Health and Care Assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the Local Authority – Telford and Wrekin or Shropshire.

Education, Health and Care Plans (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (EHCNA) which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing the need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents, teachers, SENDCO, social care and health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following a Statutory Assessment, an EHC Plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinary available. The school and the child's

parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan, They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can be found via the SEND Local Offer: The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEND.

<http://www.telfordsend.org.uk/> or by contacting Information Advice Support Service (IASS) previously known as Parent Partnership on 01952 457176 (This is a support group and advice line for parents/carers of children with special educational needs or disabilities) www.telfordsendiass.org.uk or by contacting Family Connect on 01952 385385 (This service can offer advice and support to all parents of pupils with special educational needs or disabilities) www.familyconnecttelford.co.uk