

Lyng Church of England Primary School

SEND Policy

2017-18

Note Throughout this policy the term 'parents' represents one parent, both parents, or carer with whom the child resides.

Introduction

Every child has a right to access learning at a level that is equal to their ability.

Rationale

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our youngest pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Aims

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school and to review policy in light of new legislation.
- To, at the earliest possible point, ensure children with additional needs are identified and appropriate provision made.
- To provide in class support and/or intervention to meet children's needs as appropriate.
- To enable pupils with additional needs to make good progress.
- To secure effective provision for Send pupils

Liaison

The school draws upon the services of the Norfolk Educational Psychological Service for Schools (EPSS) which includes Learning/Behaviour teachers, Educational Psychologist, the Speech and Language Therapist, English as an Additional Language Advisor, the Sensory Support team, Engage (previously short stay school) as well as other services such as the Benjamin Foundation as appropriate to the needs of the pupils.

The school has good links with the Reepham High School and Nursery and meetings are held to discuss needs to ensure as smooth as transition as possible. For example, High school staff are invited to attend EHCP meetings before a Y6 pupil joins the high school.

Extra Induction visits are organised as necessary.

➤ Training

Staff are trained on a regular basis through staff meetings, twilights and relevant courses.

➤ Resources

Each year we map our provision to show how we allocate resources and calculate the cost of the whole of our SEND provision.

Some resources are purchased by the cluster, and available to cluster school.

The school's own resources are kept in the SEN cupboard in the main school.

Procedures for Identification of SEN children based on the Code of Practice

(additional information can be found on the school offer for send in the SEN information report)

Class teachers are responsible for identifying children with S.E.N.D and referring them to the Special Educational Needs Co-ordinator and adding them to the class provision map as a 'cause for concern'. In addition to this, statutory/non-statutory tests throughout the year will highlight children experiencing difficulties.

The school follows the 'Assess, Plan, Do Review' cycle, as recommended in the current Code of Practice. When a pupil is making insufficient progress through class differentiation and quality first teaching, a Pupil Individual Education Plan (IEP) is written by the class teacher, with support from the Sendco if required and discussed with the child and the parents. The pupil will be registered at SEN Support on the SEN register. This cycle of Assess, Plan, Do, Review is repeated several times and a child is referred to the EPSS if they continue to make insufficient progress. Targets for Pupil IEPS will be set with regard to their recommendations and the pupil will be registered at SEN Support. A Child is referred for an Education, Health and Care Plan assessment when all above actions have proved insufficient or if a pupils needs are more immediate and /or high. Pupils with an Educational, Health and Care Plan will have targets set at the Annual Review. These feed into their Pupil IEPS and are broken down into achievable steps over the year.

Parents are consulted at each stage. They receive copies of pupil IEPS.

All IEPS are reviewed at least termly, and in some cases, more frequently. Pupils' targets are SMART (specific, measurable, achievable, relevant and time bound).

Copies of current IEPs are kept in a central file. All previous ones are placed in the child's folder kept by the class teacher as well as being stored on the school network.

Procedure for Completing Individual Education Plans (IEPS)

Context

All children who are on the SEN register as SEN Support or Education, Health and Care Plan have an IEP. Some children who are not identified as SEN Support receive extra work through intervention, but do not need an IEP, and this is recorded on the SEN provision maps.

IEPS for each child are written and assessed at least termly, possibly more frequently, depending on the target set and time required to achieve the target. Work to achieve the target/s can be individual work or work in small groups over and above the everyday teaching. The work is led by a Teacher or Teaching/Classroom Teaching Assistant.

Planning

Work is planned by the Class Teacher and should be carried out on a day-to-day basis or weekly depending on the child's needs This is clearly shown on the SEN Provision Maps.

Record Keeping and Evidence

Each child who is on the SEN Register has a centrally stored folder which includes any additional correspondence and assessments received from specialist reports (eg EPSS , speech and language report) This folder goes with the child through the school.

Assessment

Pupil progress against the targets is reviewed at least termly by the class teacher and recorded on the IEP. Provision maps are adapted in light of these assessments, such as when the needs change, or the support is no longer required.

Monitoring

The SENCo /Headteacher can view IEPS and ask to see Intervention work evidence at any time. Observation of intervention activities is undertaken as part of the monitoring process. Progress of pupils with an IEP is discussed at Pupil Progress meetings.