



## Lyng Church of England Primary School

### SEND Policy 2018

Review Body:	Full Governing Body
Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Every 3 years
Reviewed:	November 2018
Next Review:	November 2021

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.

This policy sets out to explain what is meant by 'Special Educational Needs' and 'Disability' and ways in which the school will aim to support pupils identified as having SEND.

This policy, along with our SEND Information Report, describes how we provide support for a pupil's individual needs enabling them to develop skills, knowledge and understanding to ensure they make the best possible progress.

#### 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

#### What is a Special Educational Need?

A child or young person has SEN 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. (Code of practice September 2014)

#### What is Disability?

The Equality Act 2010 definition is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities" Section 1(1) Disability Discrimination Act 1995.

#### Roles & Responsibilities

All staff have responsibility for implementing this policy and to maximising the achievement of all pupils with SEND and vulnerable learners.

*The Headteacher* is responsible

for ensuring the policy is implemented consistently and effectively.

for monitoring the progress of all pupils with SEND and vulnerable learners

The Headteacher must ensure that the SEND Information Report is on the school website.

*The Special Educational Needs Coordinator (Senco)* will :

- Compile a Provision Map which evidences the needs of all pupils with SEND and vulnerable
- pupils who are accessing additional/ different support.
- Coordinate provision for pupils with SEND.

- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to training for staff within the school
- Coordinate the Annual Review for pupils with an EHCP.
- Monitor the system of Individual Education Plans.
- Attend meetings or training specific to the role of Senco as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

*The Class Teacher, in consultation with the Senco, will:*

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan
- Secure good teaching outcomes by providing Quality First teaching using differentiation as standard classroom practice .
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

### **Partnership with Parents**

In line with the Code of Practice 2014, parents are vital partners in the pupil's journey through their school life. There will be regular parents' consultation meetings which will bring the two parties together to ensure that the pupil achieves as much as they can.

The Code of Practice very much places the pupil and his/her parents at the centre of the support and ensures their voices are heard.

Parents are encouraged to speak to their child's class if any need arises.

### **Liaison**

In certain circumstances, it may be considered necessary to obtain short or long term input from additional externally based professionals. These may include educational psychologists, specialist advisory support teachers, speech and language therapists, Sensory support or CAHMS professionals – as appropriate to the needs of the pupils. In such instances input will be coordinated by the Senco and discussed with parents.

The school has good links with the Reepham High School and Wensum Valley 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 and Resources**

Each year we map our provision to show how we allocate financial resources and calculate the cost of the whole of our SEND provision. This might include staffing resources, staff training, purchase of intervention programme materials or particular resources for pupils.

### **Monitoring**

The implementation of the policy will be reviewed annually by the Headteacher, and reported to Governors as part of the SEND Report to Governors.

### **Review of the Policy**

This policy will be reviewed every 3 years, or sooner if there are national changes to SEND Provision

### **Associated Document**

The SEND Information Report