



Lyng Church of England Primary School

SEND Policy

Review Body:	Full Governing Body
Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Every 3 years
Reviewed:	January 2022
Next Review:	November 2024

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 Code of Practice 2015 and Equality Act 2010 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 2015)

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"

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 :

- Coordinate Provision for pupils with SEND and disability needs
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.

- Maintain records and monitor the progress of pupils identified with SEND or disability needs
- Arrange and contribute to training for staff within the school
- Attend meetings or training specific to the role of Senco as appropriate.
- Liaise with parents of children with SEND
- Liaise with external agencies including the LA's support and educational psychology services, health and social services..

The Class Teacher will:

- be responsible for adapting the curriculum and planning appropriately differentiated work to meet the needs of pupils with SEND
- maintain records of strategies used and their impact.
- identify, assess and make provision for pupils with SEND, in consultation with the Senco and external agencies as appropriate
- meet regularly with parents to review provision.

Partnership with Parents

In line with the Code of Practice, 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.

Pupils with SEND

Pupils will be encouraged to participate in processes designed to support them including decision-making, setting learning targets, contributing to and reviewing their learning plans; and their school's local offer.

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.

Transition

During the last term of each academic year transition planning meetings will take place for all children changing class within the school. Current teachers will meet with new teachers. These meetings are to discuss pupil strengths, interests and any additional needs they may have. They will share ways that identified additional needs are being met, including what has worked well and what has not been so successful.

All pupils moving to a new class will meet their new teacher in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom.

The school works with pre- school providers and feeder high schools to ensure as smooth as transition as possible. The school has a transition programme for pupils entering reception. Meetings are held with the high school Senco 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