

**‘Live to Learn, Learn to Live’**

**Special Educational Needs and Disability Policy**

**Updated: September 2023**

**To be reviewed: September 2024**

**Headteacher: Mrs. Kate Seager**

**Deputy Headteacher and SENCO: Mr. Dean Scott-Scarth**

**SEND Governor: Mrs. Sue Yarnall**

**Mission Statement**

Lache Primary School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. All children are treated equally without prejudice and discrimination and we promote stimulating environments where all children can flourish and feel safe.

Lache Primary School is committed to inclusion and promotes strategies to include all learners irrespective of cultures, backgrounds and those that may have experienced previous difficulties. We respond to all learners in an individual way and take into account their specific needs.

At Lache Primary School we recognise that children learn at different rates and experience a range of barriers to their learning in areas of:

* Specific Learning Difficulties
* Autistic Spectrum Condition
* Social, Emotional and Mental Health difficulties
* Speech and Language
* Communication and Interaction
* Cognition and Learning
* Sensory and/or Physical Needs

**Definition of Special Educational Needs**

A child or young person has Special Educational Needs (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 (SEND Code of Practice , 2014).

Children may have Special Educational Needs in at one of four areas and many will have inter-related needs. These areas, as identified by the SEN Code of Practice 2014, are:

1. Communication and Interaction
2. Social, Emotional and Mental Health
3. Sensory and/or physical
4. Cognition and learning

**Aims**

* To ensure that all pupils have access to a broad and balanced curriculum.
* To provide a differentiated curriculum appropriate to the individual’s needs and abilities.
* To maintain high quality teaching provision, where the teacher is the teacher of all pupils, including those with special educational needs.
* To ensure that SEND pupils take as full a part as possible in all school activities.
* To ensure that parents of SEND pupils are kept fully informed of their child’s support, progress and attainment through SEN Support Plans.
* To ensure that SEND pupils are involved in decisions affecting their future SEN provision.
* To ensure that our Resource Provision has trained staff to ensure that all children have access to a highly differentiated curriculum and a fully inclusive timetable is in place.
* To ensure that all Annual Reviews of Educational Health Care Plans are completed within local authority timescales and that all children and parents are part of the review.

**Objectives**

* To ensure the early identification for all pupils who have special educational needs and to ensure that their additional needs are met.
* To work within the guidance provide in the SEND Code of Practice 0-25, September 2014.
* To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
* To provide a Special Educational Needs Co-ordinator (SENCO) - Mr D Scott-Scarth, who will oversee the provision for pupils with special educational needs and ensure that Annual Reviews are taking place effectively and support plans are completed regularly and shared with pupils and Parents
* To provide support and advice for all staff working with special educational needs pupils and to promote high quality CPD for all staff
* To ensure effective communication with families, parents and carers through regular meeting with class teacher and SENCO/SEND manager.
* To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
* To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
* To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

**Arrangements for coordinating SEN provision**

The Governing Body has a legal responsibility with the Head teacher to ensure that provision is made for children with Special Educational Needs and to have a general understanding of the work that is carried out by the SENCO to support children with Special Educational Needs in school. The SEN Governor is Sue Yarnall. School and Governors regularly meet to discuss the SEN provision within school and any current SEN matters. The Head teacher has the overall legal responsibility for the management of all aspects of the school’s work, including Special Needs and to inform the governors of this through regular inclusion governors meetings.

1. The SENCO will meet with each teacher regularly to discuss additional needs, concerns and to review pupil targets and to develop the Provision Map with highlighted interventions that are in place to support the children.
2. The SENCO Team will respond to any new concerns by early intervention process.
3. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, supporting differentiation and putting SEND Support Plans into place.
4. The SENCO, together with the Head Teacher, monitors the quality and effectiveness of provision for pupils with SEND.
5. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants (TAs) throughout the school; this is funded from the school’s annual budget, SEND Top Up Funding and Pupil Premium. The TAs have extensive and ongoing CPD and they provide direct support to children under the direction of class teachers and SENCO. The support timetable is reviewed termly by the SENCO, and the leadership team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through SEND Top Up Funding.
6. Support staff, class teachers, SENCO and outside agencies liaise and share developments to inform reviews and forward planning.
7. Lache Primary School has a Designated Teacher (Dean Scott-Scarth) who has the responsibility to promote the educational achievement of looked-after children

**Specialist Provision SEMH-The Willows**

***Aims and Objectives***

The Resource Provision (RP) is an inclusive specialist provision for pupils with statements of special educational needs/Education, Health and Care Plans, relating to Social Emotional and Mental Health Difficulties from Reception to Y6. It incorporates an onsite placement and will consider outreach to a wider group of pupils and their schools; which may include visits from staff members to the RP, by RP staff to other establishments and the provision of advice. The amount of outreach will depend upon capacity within the provision in line with our Service Level Agreement.

The RP offers educational and social opportunities, alongside access to intervention from specialist teaching staff and in class support in a mainstream setting.

The main objective of RP is to enable pupils to make progress in their identified learning in the context of their Special Educational Needs (SEN).

The School will:

* Provide an adapted broad and balanced curriculum, suitably differentiated and relevant to pupils’ needs.
* Appoint qualified teaching staff. Qualifications, expertise and specialist training may vary but all will have experience and/or practical knowledge of teaching children with special educational needs.
* Appoint a RP teacher with responsibility, in line with Teaching Standards, for pupils and the deployment of staff and resources.
* Employ teaching assistants who have completed or will receive training to ensure they have experience and knowledge in this specialist area.

This should include:

* + 1. Experience of working with children with SEMH issues, attachment trauma or high levels of need due to a diagnosed condition
		2. Have relevant positive handling training including Team Teach or equivalent
		3. Understanding of mental health and attachment disorders
* Safeguard expertise through investment in relevant materials, induction and support for staff across the school. Consider their contribution to outreach; giving information and advice as part of LA’s approach to, and a range of, provision for all pupils as this develops.
* Ensure that staff training is appropriate, up-to-date and facilitates a safe, efficient and effective education for the pupils, e.g. Team Teach, SEND briefing, etc,
* Provide advice on the ability of a resourced school to meet the needs of pupils in other schools to assist in the Local Authority’s assessment of pupils needs in relation to provision.
* Nominate a member of staff at an appropriate level and with the appropriate experience to attend the RP working groups established by the LA in supporting and delivering the provision.
* Support and inform parents about pupil targets and progress and work in partnership with them.
* Support the LA to maintain a continuum of provision for pupils with Special Educational Needs.
* Where there is staff absence of more than 3 weeks, secure appropriately trained staff to cover this absence.

***The school will provide 9 places for pupils aged 5 - 11 years with Social, Emotional and Mental Health Difficulties.***

***Pupils may not always be spread evenly across the year groups.***

***Whilst providing an identifiable setting the school will ensure that the RP functions as an integral part of the School, including pupils in school life as any other pupil in the school.***

**Identification and Assessment Arrangements, Monitoring and Review Procedures**

 The school’s system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs:

* Baseline assessment
* Discussions with staff, children and parents of children identified as needing support
* Provision plan is put into place and children identified for intervention
* Intervention is delivered, tracked and monitored to evaluate progress and any further support needed
* Assessment through target tracker, PM Benchmarking, National Curriculum performance indicators, end of Key Stage SATs, phonic screening, SWST and End of Unit Tests.
* More specific assessments carried out for individual children, eg YARC, SWST, DST-J.
* Involvement of external agencies, eg Educational Psychologist, Speech and Language Therapist where the child’s needs are discussed with parents and decisions are made whether to seek an Education, Health and Care Plan or additional funding.
* Where limited progress is made the school will identify further intervention through SEN support and a plan (SEND One Page Profile) following the ‘Assess-Plan-Do-Review’ document will be put into place and monitored closely and termly.

Assess, Plan, Do, Review

Assess Form a clear analysis of the children’s needs

Plan Parents notified and their concerns noted and discussed. Teacher-SENCO-Parent-Pupil will put support plan in place

Do Put planned interventions in place and monitor impact (SEND One Page Profile),

 assess impact of support and not effect of interventions.

Review Review and make any necessary changes to support and impact of support (in

 discussion with staff, parents and pupil).

 Based on the schools observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

* 1. Differentiated curriculum support within the class
	2. Additional support through **SEND support** provision
	3. Advice from external agencies or professionals (EHC Plan or Referral to an appropriate service, e.g, Community Paediatric Department to seek an assessment or diagnosis)

 In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

 Under these circumstances, a child’s needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

 **Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

 The child’s progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

 Where additional needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be an individual plan for every child receiving extra support (SEND One Page Profile).

 ***The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.***

**Additional Funding for Special Educational Needs from the LEA.**

Only a small minority of children will have needs complex enough to progress to an Education, Health and Care Plan (EHC Plan).

A child who has received additional support from the LEA, through SEND Top-Up Funding or an Education, Health and Care Plan/ ALN will receive additional support that is provided using the funds allocated.

There will be an Annual Review, chaired by the SENCO, to review the current school provision and if it is meeting the needs of the child and to recommend to the LA whether any changes need to be made, either to the Education, Health and Care Plan/ ALN, the funding arrangements for the child or to discuss the appropriateness of the current provision (change of provision).

**The Schools Arrangements for SEN and Inclusion In-Service Training**

* The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
* Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan, In-Service training and individual professional development is arranged, matched to these objectives.
* In-house additional needs and Inclusion training is provided through staff meetings by the SENCO and through the smaller or individual sessions (to support a specific SEND need).
* All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

**The use made of teachers and facilities from outside the school, including support services**

* Local Authority SEND Advisory Officers attend SENCO cluster meetings to provide information, share resources and provide in-service training. The SEN Advisory Officer is available for support and advice and supports with Annual Reviews of Y5 pupils and to the transition from Key Stage Two to Key Stage Three, for those children with Education, Health and Care Plans (EHC Plans).

The SENCO liaises frequently with a number of other outside agencies, for example:

* 1. Social Services
	2. Education Welfare Service
1. School Nurse
2. Community Paediatric Team/ School Health Team
3. Speech and Language Therapy
4. Physiotherapy
5. CAMHs
6. Occupational Therapy
7. Educational Psychologist
8. Education Access Officer
9. Early Years Advisory Team
10. Early Years Child Development Team
11. Autism Team
12. Transition into High School
13. Specialist Teaching Service: Sensory Service (Hearing Impairment Service and Visual Impairment Service)

 Consent is sought from parents/carers if a referral is planned and an outside agency is involved.

**Arrangements for partnership with parents/carers**

* Staff and parents/carers will work together to support pupils identified as having additional needs.
* Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate. Plans are shared with parents and targets discussed.
* At review meetings with parents/carers we ensure, through Pupil Voice, that the child’s strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and all parents/carers go away from the meeting clear about the way they will be supported, the action to be taken and the way in which outcomes will be monitored and reviewed.
* Parents/carers evenings provide regular opportunities to discuss concerns and progress. SEND One Page Profiles are reviewed and discussed at these meetings,

 Parents/carers are able to make additional appointments on request.

* Regular communication between school and home ensures that concerns are promptly acted upon. Partnership with parents and carers in the SEN process always results in issues being resolved within the school. However, if the matter is not resolved an issue can be escalated to the Head Teacher. Unresolved issues can be escalated to the Chair of Governors/ SEND Governor (Mrs Sue Yarnell). The Lache Primary School complaints procedures, available on the school website (www.lache.cheshire.sch.uk), sets out the appropriate procedure (Complaints Procedure) in more detail.

**Links with other schools/Transfer arrangements**

* Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
* Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child’s needs and a meeting will be arranged.

**Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

* The school regularly consults health service professionals. Concerns are discussed with parents, school staff and the SENCO. With parental/ carer consent, referrals are made as appropriate.
* School regularly contact the Community Paediatrician to discuss pupils and to share appropriate and relevant information .
* Lache Primary School will refer children into the Behaviour Pathway for consultation and assessment (ADHD Assessment). School will also refer to the ASD Co-Ordinator to request an assessment for Social Communication difficulties (Autism).
* Social Services and the Education Welfare Service will be accessed through the I-ART Team and PAEWO as appropriate. Class teachers will alert the SENCO and Designated Safeguarding Lead if there is a concern they would like discussed and class teachers provide written input into the meetings.
* There are many voluntary organisations supporting SEND and additional needs, e.g. MHST, Platform for Life and Koala (Mental Health and counselling support). The SENCO is able to provide information to parents/carers on request. Parents/carers will be given details of these groups on request or as appropriate. Information, raising awareness of these services, is posted around the school for parents to access.

**Inclusion Principles**

* Staff at Lache Primary School value pupils of different abilities and support inclusion.
* Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best placement for each child.
* Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

This policy was reviewed in September 2023 and is reviewed termly and published annually.

Signed Chair of Governors ………………………………………………….

Date…………………………….