

1. Aims

Lainesmead Primary School is an inclusive school. We believe in providing every possible opportunity to develop pupils' full potential. All pupils have access to a broad and balanced education and are fully integrated into the life of the school. The school is committed to providing equal opportunities for all.

Lainesmead supports mutual respect and a caring and non-judgmental attitude throughout the school. We have high aspirations for all learners and ensure that they make the best possible progress and achieve the best outcomes.

We ensure that all staff have access to training and advice to support quality teaching and learning for all pupils. We promote good practice for teaching and learning which benefits all children, not just those who may have a learning difference. A key principle being " *If a child does not learn in the way we teach him/her then we must teach him/her in the way he/she learns best*". This includes adapting the curriculum, the teaching, the environment or the resources to ensure access and provision for all in order to achieve the best outcomes for pupils.

Lainesmead encourages staff, pupils and parents to work in partnership with each other and inform parents of their child's special educational needs and provision. We also promote effective partnership and involve outside agencies when appropriate.

2. Legislation

This policy and information report is written to comply with: The Special Educational Needs and Disability (SEND) Code of Practice, Part 3 of Children and Families Act 2014 -which sets out responsibilities for pupils with SEN & disabilities)-and the Special Educational Needs and Disability Regulations 2014 which set out school's responsibilities for Education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information Report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have

- a significantly greater difficulty in learning than the majority of others the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is education or training that is additional to, or different from, that made generally for other children or young people of the same age at school.

4.Roles and Responsibilities

4.1 The Special Educational Needs Co-ordinator (SENCo) is Mrs A Chapman

The SENCo will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision (may include specific resources /additional adult) to support individual pupils with SEN, including those who have EHC plans.
- Maintaining the SEND register and SEND provision map.
- Monitoring the implementation and effectiveness of the SEN policy and monitoring SEN pupil progress
- Advise on the graduated approach to providing SEN support.
- Provide professional guidance to colleagues and work with staff, parents, external agencies and the local authority to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with other schools to ensure a smooth transition of SEND pupils either transferring in or out of Lainesmead.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Arrange and chair meetings with parents/carers and outside agencies as necessary, including annual reviews.
- Reports to the Governors annually

4.2 The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN policy within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Each class teacher is responsible for:

- Planning and delivering quality first teaching, making any reasonable adjustments and differentiating as appropriate.
- Ensuring they follow this SEN policy and the assess, plan, do, review approach to supporting learning and evaluating progress.
- Attending SEND pupil progress meetings with the SENCO to review the progress and development of pupils and implement appropriate provision to meet pupils' needs.
- Recording and reviewing actions to support learners at waves 1,2 and 3.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Holding additional meetings with parents on request and report back on a pupil's progress as necessary
- Contribute towards an Early Help Record and plan (EHRP), Individual Education Plans (IEPs) a request for additional funding or a request for an Education Health Care Plan (EHCP).
- Reviewing outcomes for High level SEND pupils via their EHCP or annual review.

5. The SEN information report.

5.1 Admissions

School admissions, for children entering Lainesmead Nursery are carried out by Lainesmead Primary School and Nursery staff (tel 529106)

School admissions for reception to year 6, are carried out by Swindon borough Council (www.swindon.gov.uk).

The admission of children with Education Health Care Plans (EHCP) is managed by Swindon's Special Educational Needs and Disability Assessment and Commissioning Team (SENDACT).

Lainesmead Primary school and nursery caters for pupils aged 3-11 years.

Nursery sessions are 8.30am to 11.30am and 12.30pm to 3.30pm. The school day is 8.35 to 3.15pm (Mon to Thurs) and 8.35 -1.35 (Fri) for reception to year 6.

The school offers access to a breakfast club from 8.00am and After school provision 3.15pm to 6.00pm (Mon to Thurs) and 1.35pm to 3.30pm (Fri).

(See website or contact school admin office for further details on sessions available. Both clubs are term time only).

5.2 The kinds of SEN that are provided for

Lainesmead provides additional and/or different support for the four main areas of SEN need

- communication and interaction (e.g. speech and language difficulties, ASD)

- cognition and learning (general or specific learning difficulties such as dyslexia)
- social, emotional and mental health (e.g. ADHD, attachment disorders)
- physical and sensory (e.g. hearing, visual impairment, dyspraxia, hypersensitivity)

Behaviour is not classified as SEN. All children's behaviour is responded to consistently in line with our school behaviour policy, although reasonable adjustments may be made to accommodate individual needs.

5.3 Identifying pupils with SEN and assessing need.

Attainment information is sought from the pupil's previous school or baseline assessment. Pupils are assessed in line with the school's assessment policy. Class teachers and/or members of the Senior Leader Team may identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal provision, or whether something different or additional is needed.

5.3 Consulting and involving parents

Lainesmead value parents' views and contributions towards improvements for their child's learning and pastoral needs. Parents are encouraged to support their child's learning including homework.

Parents are welcome to make an appointment with their child's class teacher at any time in the school year if they have additional concerns.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Lainesmead offers parents two meetings per year (autumn and spring) to discuss how a child has settled into the new year group and to report back on pupil's progress and inform parents of the next steps in their child's learning.

Parents receive two paper reports per year (spring term and summer term).

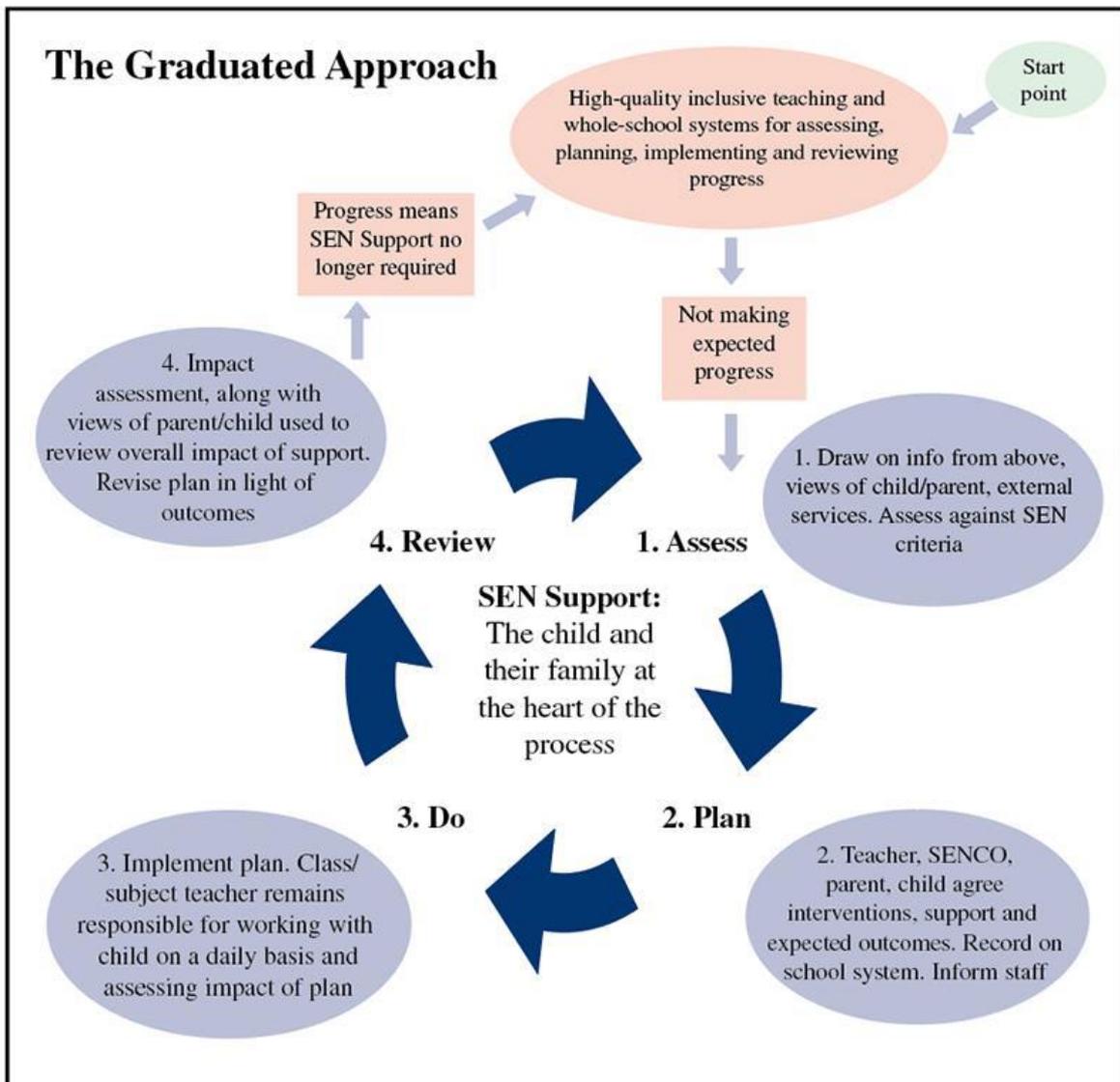
At each meeting or in each report, parents are notified if their child is on the schools SEN register, receives SEN support and information about the progress they are making towards their personal targets/outcomes.

5.4 Consulting and involving Pupils

Pupils are informed of their strengths and achievements through praise, rewards and teacher feedback marking. Pupils are made aware of areas to improve and develop further via their class teacher. Pupils are encouraged to become independent learners and take responsibility for their effort, engagement and learning e.g. their strengths, difficulties, interests, aspirations and how staff can support them. Pupils are encouraged to share their views too.

5.5 Assessing and reviewing pupil's progress towards outcomes

Lainesmead follow the '**assess - plan - do - review**' approach known as the graduated response (illustration above taken from *The Teacher's Guide to SEN* by Natalie Packer) is the expected response to the identification of SEN, as outlined in the SEND Code of Practice 0-25 (2015). See chart below.



Lainesmead use 'The Swindon Core Standards' documents which provide a framework, including guidance and templates for education settings to use to follow this approach.

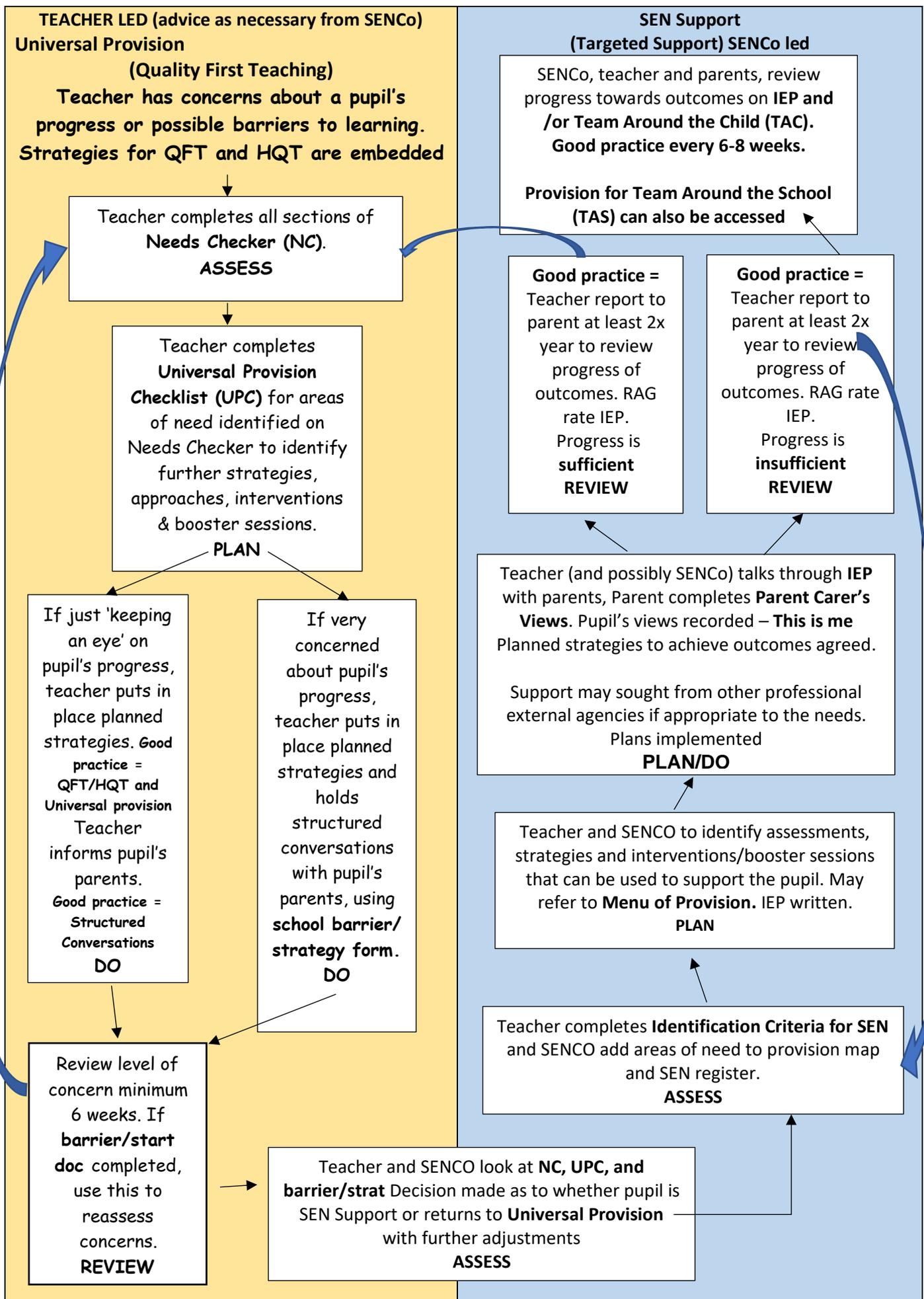
The Core Standards materials are designed to gather evidence through everyday practice so that this builds and can be used to access support services and support the work of the SEND Team. The Core Standards materials for education settings contains the detail about provision, identification, and assessment for each area of SEND need.

The flowchart on the next page outlines how the Core Standards should be used.

All relevant documents can be found on Swindon Local offer website:

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/early-help-landing-and-content-pages/swindon-core-standards-for-send/>

SBC and Lainesmead Primary School and Nursery Graduated Response to SEN and Core

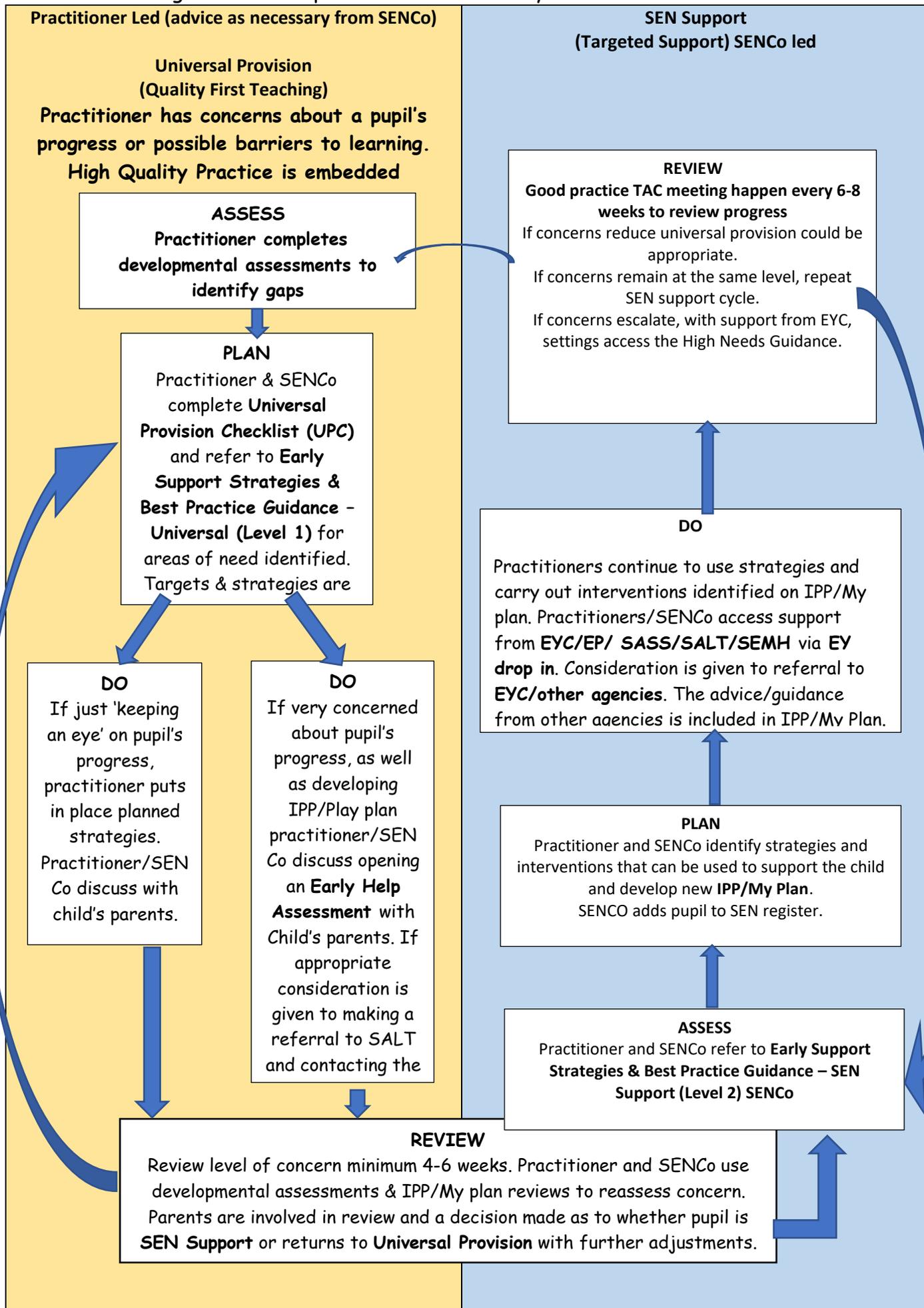


The flow chart seeks to demonstrate that the process of the graduated approach is flexible and children and young people can move from SEN support

back into the universal provision, likewise a child can move from universal provision straight to **Team Around the Child/Team Around the School** where extra advice or guidance is needed and universal provision is embedded but may not be effective.

The Flow chart below represents the graduated response to SEN for Early Years settings (Nursery and/or Reception classes) and links to the main Core Standards Flow chart for SEND. Early years practitioners can use any of the materials within the Core Standards as they see fit, some will be universally applicable, some will be age/stage specific.

Lainesmead graduated response to SEN for Early Years



If a pupil continues to require further enhanced provision, then the school may check the **high needs criteria** before deciding (with parental agreement and consent) to request an Education Health Care Plan (EHCP) and/or additional funding. Parental requests may also be made.

This request is considered by the Swindon's Special Educational Needs and Disability Assessment and Commissioning Team (SENDACT). Further information is detailed in Appendix 1.

If an EHCP is agreed or a pupil transfers in with an EHCP then their provision is deemed to have high levels of need.

For pupils who have an Education, Health and Care Plans (EHCP), objectives or outcomes that are outlined in their plans are addressed and discussed at an annual review with all relevant parties and a resulting report is provided for all attendees and the Local Education Authority. Pupils may also have a pupil profile detailing their strengths, difficulties and planned long term outcomes. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority, with parental consent.

The purpose of the local offer is to enable parents and young people to see what services are available in their area and how to access them.

Parents may access additional services in Swindon via Swindon's local offer

<https://localoffer.swindon.gov.uk/home/>

5.6 Our approach to supporting pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils e.g. by grouping, 1:1 work, teaching style, content of the lesson, etc. Or differentiating the teaching e.g. giving longer processing time, pre-teaching of key vocabulary and reading instructions aloud. Teachers may adapt resources e.g. using recommended aids, such as laptops, coloured overlays, visual timetables, or larger font.

SEND support may involve additional class based support by the teacher and/or teaching assistant, or work with the school's pupil support advisor (to address any social, mental health or emotional difficulties). Some children may receive additional support outside of the classroom via an intervention programme.

These are usually delivered by trained Teaching Assistants and occasionally delivered by teachers. The assess, plan, do review cycle continues and intervention records are kept. A pre and post measure are recorded to evaluate impact. Interventions can be crucial in closing the attainment gap between pupils and their peers. Interventions are monitored by the class teacher who monitors pupils' progress towards the targets during the intervention. The overall progress and the impact of interventions is also monitored by the Senior Leadership Team (SLT).

Lainesmead provides a range of interventions which support learning; reading, writing, maths, spelling, speech and language, communication & interaction and co-ordination. We also provide interventions to support social emotional and mental health e.g. I'm happy to be me (a programme to support self-esteem), Happy to be us (a programme to support social skills) and individualised support programmes e.g. bereavement support or coping with a family member's long term illness.

On completion of the intervention period a decision is made whether to: - continue with the intervention to continue to improve progress - implement a different type of intervention, support or resource

- suspend extra intervention and allow for a period of consolidation.

If the pupil has made progress such that their attainment/progress is no longer of a concern, SEND support may cease. The pupil will remain on the school's SEN register for a further two terms to ensure expected progress and attainment is maintained and sustained. If a pupil was to remain on track for learning and progress their name will be removed from the school's SEN register. The provision map and SEND register will be updated in light of these decisions.

If a pupil continues to fail to make good progress, in spite of high quality, targeted support and interventions, additional assessments may be made by the SENCo or further support and advice may be sought from external agencies as appropriate. At this time or sooner, it may be necessary to begin an Early Help Record Plan (EHRP), involving the school, the pupil, the parent and any outside agencies as appropriate. This process can support both the pupil and the family.

When allocating additional support to children, our focus is on outcomes, not hours of support. We aim to provide sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. Sometimes staff may be identified to support a pupil with particular needs due to staff expertise and experience.

5.7 Staffing.

Lainesmead employs 3 apprentices, 5 standard teaching assistants, 6 specialist teaching assistants and 4 higher level teaching assistants. All of which support all pupils at school, including those with SEND.

The school also employs a pupil support advisor and a 'Thrive' trained member of staff to support pupil's social, emotional needs and mental health.

5.8 Staff expertise and training

All staff have access to training and advice in order to support quality teaching and learning for all pupils. This training may be delivered by Lainesmead staff, the SENCo, outside agencies or external courses. Staff may identify this training in a direct response to meeting a particular pupil's need, from their professional development targets or from a review of teaching and learning.

Training needs are continually monitored by the SENCO and staff receive updates as necessary. External agencies can also provide advice and recommendations to support the school to support SEN pupils. The SENCO has over 15 years of experience in this role. The SENCO works 2 days per week in this role to manage SEN provision.

5.9 Evaluating the effectiveness of SEN provision

We do this by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of each interventions period (x3 periods per year)
- Using pupil voice
- Monitoring by the SENCO
- Reviewing SEN data (3 times per year).
- Holding annual reviews for pupils with EHC plans

5.10 Enabling access for all pupils with Special educational needs and disability

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Lainesmead is a disability friendly school. The school is accessible by ramps, the corridors are wide, and we have an easy access toilet. Although the upper floor may not prove to be accessible to some individuals the school may be able to alter year group classrooms on an annual basis, so that pupils can be accommodated on a ground floor. Other adaptations to the physical environment may be made, as appropriate, to accommodate children with other sensory disabilities.

All children have equal access to school activities, school council, clubs and trips. If additional staffing and/or resources are required Lainesmead may need to delay the child's start in the club until such resources are arranged ensuring supportive and safe access for all.

Lainesmead reserves the right to withhold a child's access to a school activity or school trip if the risk of the child attending cannot be mitigated. In this instance alternative educational provision will be made for the child at school.

5.11 Working with other agencies.

Lainesmead works with a range of external agencies to support pupils with SEN. These include education psychologists, speech and language therapists, targeted mental health workers, staff from impairment services, autism specialists, health professionals and social workers.

Some services are statutory and are provided by local education or health authority. Some services are traded services that the school purchases (using the SEN delegated budget) e.g. Educational psychologist, TAMHS, Autism resource centre and other services may be from voluntary sector organisations

5.12 Supporting pupils who join or leave the school.

When pupils are due to transfer in or out of Lainesmead Primary, the SENCo liaises with the SENCo of the previous or receiving school to ensure that effective transition arrangements are in place. Enhanced transition arrangements may be made and are tailored to meet individual needs. If a child is transferring to another class/year group, then meetings are held between staff to share all necessary information about the child with SEND to ensure a good transition. Similarly, additional visits to classes, to meet staff may be made as applicable.

6. Concerns and complaints

Raising concerns

If parents have any queries regarding concerns regarding their child's needs and provision, they should contact their child's class teacher in the first instance. If the parent still has concerns, then they should contact the school and ask to speak with the SENCo.

Complaints

If parents have a complaint concerning SEN provision for their child, they will be referred to the school's complaint policy.

7. The local authority's local offer

The purpose of the local offer is to enable parents and young people to see what services are available in their area and how to access them.

Parents may access additional services in Swindon via Swindon's local offer website- <https://localoffer.swindon.gov.uk/home>

8. Monitoring arrangements

This policy and information report will be reviewed annually by the SENCo. It will be updated if any changes to the information are made during the year. It will be approved by the governing body.

APPENDIX 1

What happens after a request for an EHC assessment has been made?

Within **six weeks** of an EHC needs assessment request being made the local authority must determine whether an EHC needs assessment is necessary and communicate the outcome of their decision to the child's parents or to the young person.

In considering whether an EHC needs assessment is necessary, the local authority will consider whether there is evidence that, despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Early years providers, schools and colleges should make regular assessments of progress for all pupils. These should seek to identify children and young people making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may be recorded, reviewed and evaluated through an Early Help Record and Plan or other statutory plans in place such as a child in need plan.

What evidence will the local authority use to determine whether an EHC assessment is necessary?

The EHC assessment and plan process is underpinned by the principles of participation and transparency. Therefore, in determining whether an EHC assessment is necessary, the local authority will take into account the views, wishes and feelings of the child and his or her parent, or the young person. In addition, the local authority has a statutory duty to contact:

- the health service (the relevant Clinical Commissioning Group (CCG) or NHS England where it has responsibility for a child or young person);
- local authority officers responsible for social care for children or young people with SEN;
- where a child attends an early years setting, the manager of that setting;
- where a child or young person is registered at a school, the head teacher (or equivalent);

- where the young person attends a post-16 institution, the principal (or equivalent).

The decision of whether to consider an EHC assessment is weighed against a wide range of evidence and in particular:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- information about the nature, extent and context of the child or young person's SEN;
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN and the impact of such action;
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- where a young person is aged over 18, the local authority will consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.