

                                   **LaceyField SEND On a Page**

Foundation and KS1 SENCO - Sarah Robertson KS2 SENCO - Karen Sheeran

At **LaceyField** we believe that all children are entitled to a broad and balanced curriculum to enable them to reach their full potential and to promote independent learning. We seek to foster an inclusive approach to working with children with Special Educational Needs and Disabilities (SEND) to raise their aspirations and to enable them to achieve the best possible outcomes. We endeavour to ensure staff, parents, carers and external agencies work together to ensure that the needs of children with SEND are fully met.

**Our Purpose**

* Identify the needs of children with SEND as early as possible (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory / Physical)
* Monitor and ensure children achieve and progress from their individual starting points in the above four areas of need
* Overcome barriers to learning and ensure inclusion for pupils with SEND
* Liaise with parents and carers to gain greater understanding of individual needs
* Liaise with relevant outside agencies to gain greater understanding of individual needs
* Create a school environment where pupils feel safe to voice their opinions of their own needs

**How do we do it?**

At LaceyField we follow a Graduated Approach to SEND as outlined in the school’s Local Offer.

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| The Special Educational Provision follows a four-part cycle: 1. **Assess** This could involve a range of methods including, but not limited to, teachers’ assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations. 2. **Plan** Key staff plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child. 3. **Do** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions. 4. **Review** Progress of children who are receiving SEND Support should be reviewed with relevant staff, agencies, parents/ carers and where appropriate the child  |

***The use of the Graduated Approach needs to be evidenced and exhausted before considering a request for an EHCP assessment***

***The fundamentals***

* All SEND pupils access the National Curriculum / Foundation Stage Curriculum via embedded Quality First Teaching
* Class subject in consultation with the SENCO will ensure a SEND pupil’s access to the curriculum by:

- Differentiated materials and approaches

- Appropriate teaching and learning styles

- Appropriate use of adult support

- Individual classroom organisation

- Focused intervention which targets identified needs