



# LACEYFIELD Home of

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

**1. INTRODUCTION**

- 1.1 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. All teachers have a responsibility to do their best for the educational needs of all children they teach including children with SEND. 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 the best possible outcomes. We seek to enable parents, carers and external agencies to work together with both schools to ensure that the needs of children with SEND are fully met.
- 1.2 This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (September 2014) and the Equalities Act (2010). This policy will be implemented by the staff of Eastfield Infants and Nursery and Lacey Gardens Junior School and the SENCOs will oversee the implementation of this policy and management and strategic development of provision for SEND.

	Eastfield Infants and Nursery Academy	Lacey Gardens Junior Academy
SENCO	Mrs Sarah Robertson	Miss Karen Sheeran
SEND Governor	Mr Karl Gabbitas	Mr Karl Gabbitas

**2. DEFINITION**

- 2.1 The 2014 Code of Practice states that 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. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”
- 2.2 “A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.”
- 2.3 A disability as defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.



- 2.4 Making higher quality differentiated teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

### 3. ADMISSIONS

- 3.1 The school's general Admissions Policy will apply. Pupils with Special Educational Needs but without Education and Health Care plans will be treated as fairly as all other applicants for admission. There are no specialisms available and there is no unit attached to either of the schools. Modifications to the school buildings include: wheelchair access via ramps, some widened doors and toilet facilities for the disabled.

Admissions for pupils with EHCPs follows the local authority consultation procedures.

### 4. PARENTAL INVOLVEMENT

- 4.1 The school is often the first point of contact for parents who have concerns about their child's progress and/or behaviour. As stated in the Code of Practice parents should be fully involved in the decision-making process, understand the purpose of any intervention or programme of action and be informed of the Parent Partnership Service when individual needs are identified.

- Liaison with parents will be established via the pupil's SEND plan which will inform them of their child's support and progress
- Contact will be established by telephone, electronic and postal communication
- Records will be kept of details of all parental contact, with date
- Parents will be encouraged to contact the school with their concerns at all times

### 5. IDENTIFYING SEND

- 5.1 A pupil will be identified through baseline and ongoing assessments by the teachers and brought to the attention of the SENCO if progress is less than expected, in spite of high quality teaching and appropriate differentiated classroom activities targeted at the pupil's area of concern. **Limited progress and low attainment** do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN.

- 5.2 The SENCO of the school will work with other staff to investigate this further and may engage the help of external agencies such as the Psychology Team or a Speech and Language Therapist/ Occupational Therapist in order to identify the area of need.

- 5.3 The Code of Practice 2014 outlines the four broad areas of need as:

- Communication and interaction



- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.4 A pupil with an identified area of need will be placed on the SEND Register with a personalised SEND plan, agreed by parents and utilised by teachers to inform planning and provision. SEND plans will be reviewed at least twice a year with parents to monitor progress.

## 6. SPECIAL EDUCATIONAL PROVISION

6.1 Special educational provision is additional to or different from that made generally for other children or young people of the same age. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

6.2 Our schools follow the Graduated Response to supporting children with SEND and the educational provision is outlined in the school's Local Offer (See websites)

6.3 The SEND Register identifies children receiving additional support. This identifies children who are receiving support within school and also children who are receiving support and regular outside agency involvement.

6.4 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 This is likely to involve the SENCo, working with teachers to 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 or young person.

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 The progress of children who are receiving SEND Support is reviewed termly, and will form part of the school's regular tracking processes.



## 7. ARRANGEMENTS FOR COORDINATING PROVISION

7.1 The SENCO of each school is the person responsible for co-ordinating the provision for pupils with SEND. This is overseen by the academies Executive Vice Principal for Inclusion and Wellbeing.

7.2 Class Teachers are responsible for:

- High quality differentiated classroom teaching
- Utilising information from children's SEND documents and agency advice to inform planning of differentiated teaching
- Gathering information about a pupil for whom there is a concern and making an initial assessment of the pupil's educational needs
- Monitoring and reviewing pupil progress
- Maintaining records within school's policies and procedures, including SENDit

7.3 All Teaching Assistants are responsible for:

- Regular liaison with the class teacher and SENCO regarding SEND pupils
- Deliver support / interventions and strategies as agreed with class teacher/ SENCO/ Parents and or agencies
- Taking decisions about when to 'step in' and when to 'step back' in order to promote independent learning
- Contributing information about pupil progress to class teachers for PPM, SEND reviews etc.
- Maintaining records within school's SEND policies and procedures, including SENDit

Specific TAs roles are as follows

### **G5 Class Team TA**

These teaching assistants are based within the classroom. The number one priority is to develop a relationship with the CT, the class and the TA: a nurturing, family environment in which children can thrive.

Their role includes;

- To support the teacher in the teaching and learning of all children
- To provide intervention support as directed by the CT, the SENCO and Care Team
- To ensure that the teacher is supported in providing the correct environment for optimal teaching and learning

### **SEND Support TA**

This team will deliver support for children who have an EHCP as outlined in individual EHCP plans. The Code of Practice) made it clear that children with an SEND should not have an adult velcroed to them as this just encourages dependence. G3 Teaching Assistants will support a variety of children on a 1:1 or small group basis.



### **Care Team – Specialist SEND Teaching assistant**

This team will work alongside the SENCOs and the Care Team to deliver bespoke and evidence-based interventions that enable children to access QFT as frequently as possible with optimum concentration and engagement. They will look to fill the gaps and remove barriers in cognition, learning, speech and language and specific learning difficulties. They will monitor the impact of the interventions that they deliver. They will communicate the content of interventions and ways in which class teams can follow up intervention work. They will also report on progress to class and SEND teams.

### **Care Team**

This team will deliver bespoke and evidence-based interventions that enable children to access QFT as frequently as possible with optimum concentration and engagement. They will support children who struggle with unstructured times such as playtime and lunchtime. They will monitor the impact of the interventions that they deliver. They will communicate the content of interventions and ways in which Class Teams can follow up intervention work. There will always be one member of the care team available for reactive work however, the aim is to be proactive rather than reactive.

#### 7.4 The SENCO will be responsible for:

- Co-ordinating the identification of pupils with SEND and establishment of suitable provision
- Liaison with the School Leadership Team regarding matters pertaining to SEN
- Liaison at the point of transfer between schools
- Applying a graduated response to the assessment of pupils with SEND
- Provision mapping of intervention for SEND pupils and pupils at risk of under-achievement
- Advising colleagues on strategies/materials/resources to facilitate learning for pupils needing learning support
- Purchase and organisation of appropriate resource materials
- Adopting a parent partnership via close liaison with parents/carers
- Liaison with professional agencies
- Liaising with core subject teachers regarding the organisation of access arrangements for SATs
- Supervision of TA timetables
- Maintaining the SEND Profile with updates from staff and overseeing the records of all pupils with SEND
- Arranging team meetings on a regular basis to review support and share good practice
- Monitoring and Evaluating the impact of intervention strategies

#### 7.4 The Governors will:

- Determine school's general policy – and have a specific named Governor reviewed annually.



- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the Code of Practice 2014 in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

## **8. TRANSITION**

8.1 Both academies will endeavour to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND.

## **9. ORGANISATION AND DELIVERY OF RESOURCES**

9.1 Resources are allocated to, and amongst, SEND pupils by:

- EHC top up funding
- Year group staffing / teaching assistants
- Pupil Premium
- Subject / curriculum funding as appropriate

9.2 Our academies use specific resources to facilitate the learning for pupils with SEND, including; phonic resources, social and emotional programmes, speech and language resources, a selection of games and puzzles to develop literacy skills and fine motor skills, curriculum-linked resources etc.

## **10. NATIONAL CURRICULUM**

10.1 All SEND pupils access the National Curriculum and for early years the Foundation Stage Curriculum

10.2 Class, SEND and Care Teams in consultation with the SENCO will ensure a SEND pupil's access to the National Curriculum by:

- Differentiated materials and approaches
- Appropriate teaching and learning styles
- Appropriate use of adult support
- Individual classroom organisation
- Focused intervention

## **11. COMPLAINTS**



11.1 Depending on their nature, these will be dealt with in the first instance by the Class Teacher /SENCO.

11.2 If the matter is not resolved then it will be referred to the Executive Vice Principal / Executive Principal if necessary, the Governing Body.

11.3 Parents are encouraged to contact Liaise for support and advice.

## **12. INSET/TRAINING**

12.1 The SENCO will update teaching staff and TAs via regular professional development and INSET.

12.2 Individual TA needs are identified through the annual Professional Development Reviews.

12.3 Courses will be identified to address specific needs and staff will be kept up to date on current legislation.

12.4 The SENCO is part of the Senior Leadership Team, meetings are an opportunity to discuss SEND provision within the academies.

12.5 SEND Toolkit available to all staff via Google Drive or in Tangerine File

## **13. LINK WITH EXTERNAL AGENCIES**

13.1 Teachers and the SENCO are able to seek advice from the following outside agencies when appropriate:

- Psychology Team
- Specialist Teaching Team
- Occupational Therapy
- Behaviour Outreach Support Service
- Sensory Education Support Service
- Pupil Reintegration Team
- Physiotherapy
- Speech and Language Therapy
- Portage
- Working Together Team
- Healthy Minds

## **14. CRITERIA FOR SUCCESS**

14.1 The effective implementation of the policy will be demonstrated by:

- Appropriate movement through SEND Support
- Positive parental involvement



- Communication between SENCO and teaching and support staff which leads to positive outcomes for SEND pupils
- Progress commensurate with abilities
- Early identification and assessment of pupils with SEND
- Accurate record keeping for all pupils with SEND
- Well defined and realistic provision
- Creating a school atmosphere in which individual differences are recognised, valued and celebrated

## 15. EVALUATION AND REVIEW

15.1 The effectiveness of SEN support will be monitored throughout the school year as part of the Monitoring and Evaluation process.

The policy will be reviewed on a bi-annual basis by the SENCOs in conjunction with the Governors

Signed.....  
Chairman of

Planned review date: January 2023