



**Laithes Primary School**  
**Special Educational Needs and Disability Policy**

**Our Mission**

‘At Laithes Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.’

**Our Aims:**

- Each child will be given the opportunity to achieve their personal best and to become a confident learner.
- To provide a broad, balanced and enriched curriculum.
- All children in Foundation Stage and Key Stage one can access a full range of activities through which they can develop and learn through play.
- To identify pupils with special educational needs and ensure that their needs are met.
- Children with SEND are recognised as individuals and their individual needs are met.
- Identified children benefit from the school’s nurturing approach and some SEND children will benefit from individual nurture/thrive work provided by our Learning Mentor.
- Parents are informed of children’s special needs and their provision.
- There is effective and frequent communication between parents and school.

- Parents are fully informed about decisions for their child and will be involved in decisions about their learning.
- All staff are fully informed about all the ways we provide for children with special needs.
- We promote effective partnership and involvement with outside agencies when appropriate.

The named Special Educational Needs Co-ordinator (SENDCo) is Mrs. Hayley Gunn.

Laithes Primary has agreed with the LA admissions criteria in accordance with the Disability Discrimination Act which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Code of Practise.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The school complies with section 69 of the Children and Families Act 2014, including:

- o the arrangements for the admission of disabled pupils
- o the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- o the facilities you provide to help disabled pupils to access the school

School work very closely with the LA to make sure that the admissions of children with any SEND need is carried out smoothly. The children are invited to a walk around the school, a consultation and a question and answering meeting. We will offer a transition package which is best suited to the child and we make sure that every child feels comfortable and at ease when coming to school. We have an accessibility plan to make sure that any child with any particular disability is included in our planning e.g. food to be prepared differently or illuminous markers to be placed on the steps.

### **The role of the Special Educational Needs Co-ordinator (SENCo).**

The SENDCo, Mrs. Hayley Gunn, is responsible for co-ordinating provision in collaboration with class teachers, teaching assistants, Learning Mentor, Parent Support Advisor (PSA) and the Governors. Teaching assistants under the guidance of the SENDCo and class teachers, provide support for pupils with SEN in small groups or on a one to one basis, to meet the specific needs as detailed in their Support plan. Pupils with more complex needs will have additional provision allocated determined on individual needs.

The SENDCo and teaching staff seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs,

by monitoring the quality of teaching and standards of pupils achievements and by setting targets for improvement. The SENDCo collaborates with staff so that the learning of all children is given equal priority and available resources are used to maximum effect. Termly meetings require the staff to analyse the schools provision of intervention groups and the children being targeted by these groups using staff expertise to maximum effect.

The key responsibilities of the SENDCo include:

- Early identification of children with SEND
- Liaising with parents and carers
- Liaising with and supporting colleagues
- Liaising with outside agencies including the LAs support and educational psychology services , SCI, Early Help, health and social services
- Co-ordinating provision for children with SEND
- Reviewing the Support Plans for each child on the SEND register at least once every term.
- Ensuring that appropriate records are kept for children with SEN Support and with Education, Health and Care Plans (EHCPs)

## **Identification and Assessment of pupils with SEN**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014.

This is found at the following website;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children's needs are identified through:

- Parental discussion and concerns
- Concerns from pre-school settings
- Concerns from staff members
- Academic assessments
- Data is currently uploaded onto SIMs every term and the SENDCo attends pupil progress meetings so that she can oversee the interventions planned for pupils with additional needs.
- Year One Phonic Screening
- Routine health screening

## **The Graduated Approach to identifying SEND**

1. A child will be identified through discussion with a teacher, parent or pupil progress meetings.

2. \*SENDCo to support teacher with choosing an intervention. This is to be an intense/high level intervention for 6 weeks. They will be placed on the class provision map.
3. If still no progress/change the SENDCo will go into class to observe the child and offer suggestions to the teacher. These are to be applied over the space of a half term.
4. If progress is still limited, a Support Plan, for the child, will be put into place. This will constitute the child as being on the SEND register.
5. Where deemed necessary the appropriate agency will be contacted, following parent/carer consent. Staff will act upon the advice given.
6. If still no improvement after agencies being involved, the SENDCo will apply for an EHCP.

\* At Laithes primary school we realise a child can have both SEND and be in receipt of Pupil Premium, therefore a child with an initial concern will be placed on a list and monitored through the Provision Map, which identifies Pupil Premium children (additional information can also be found in the school's Pupil Premium Policy).

If the range of evidence collected suggests that the learner is not making the expected progress the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. There is no need for pupil to be registered as having SEN unless the school is taking additional or different action. Pupils with disabilities but no special needs will be recorded on the school's medical register. Once a need has been identified, the relevant agencies will carry out the necessary diagnostic assessments.

### **Access to the curriculum**

We are following the national guidelines of inclusion for all children. In whole class work teachers will involve and support all pupils by differentiated questioning, by demonstrating skill in action and by reinforcing key points. All staff are fully aware that children need to be taught in a visually, kinaesthetically and auditory manner to address all learners. Some children will require pre-tutoring or may work in a small group at their level and pace.

Provision/action that is additional to or different from that available to all will be recorded on a Support Plan. This will be written by the class teacher in consultation with other staff, parents, pupils and carers where appropriate. It may also contain advice from external agencies.

The Support Plan will set targets for pupils and will detail:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- The review date for the plan
- Success and or exit criteria
- Resources needed.

The Support Plan will be reviewed at most termly and at least every six months depending on the severity of special needs. Parent and carers will be invited to participate in the target setting and reviewing process. Parents will be kept fully informed about the involvement of external agencies and proposed interventions.

For pupils who have EHCPs their progress will be reviewed annually and a report provided for the LA. The SENDCo will liaise with the SENDCo in transition schools to ensure that effective arrangements are in place to support pupils at the time of transition.

### **Complaints procedures**

If parents are concerned about the provision for their child they should discuss it with appropriate members of staff. The head teacher or SENDCo will record all complaints and respond appropriately.

### **Annual Report to Governors.**

The SEND Governor will liaise with the SENDCo over provision and development of SEND and will report back to Governors. The following information will be collected annually and reported back to trust board:

- The number of pupils identified with SEN
- Resources and provision
- Any significant developments
- Number and nature of any complaints.

### **Covid 19**

Throughout the Covid pandemic we have made sure that the children are still having access to a differentiated curriculum. A large amount of our SEND children have a place in school. The children who have not taken a place will be receiving work related to their support plan targets. The SENDCo is working with the headteacher to monitor the remote provision of our SEND children and they are supporting parents, alongside the PSA, to make sure all SEND children access some learning.

Written by: Hayley Gunn

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