

Lindridge St Lawrence CE Primary School



Special Educational Needs and Disability (SEND) Policy

Statement of Intent for Supporting Equality

At Lindridge St Lawrence CE VA Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met.

Reviewed by: Amanda Greenow-Langford

Date: 30.03.2022

Approved by:

Last reviewed on: 30.03.2022

Next review due by: 01.09.2022

Contents

1. Vision and Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEND information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Vision and Aims

Our whole school vision 'Discovering life in all its fullness', from John 10.10b is inclusive of our vision for children with **Special Educational Needs and Disabilities**, enabling every child to achieve their very best whilst equipping them with the skills to become kind, responsible members of their community who work hard, contribute to society and are independent life-long learners who seize all of life opportunities.

Children are at the heart of everything we do. Therefore, we have high expectations for every child: should any additional needs be identified, we involve all stakeholders to ensure that open conversations and provision planning is developed harmoniously and in line with our Lindridge school values.

Our vision for quality first teaching ensures that every child's needs are met through tailored, personalised targets and plans. The 'wellbeing room' with beautiful views, soft seating and natural themed resources provides a nurturing space where our highly trained staff can work with children to support sensory, emotional and mental health needs. The emphasis on beautifully crafted indoor spaces is mirrored outdoors where every child reaps the benefits of our rural setting through natural environments such as Forest School and outdoor prayer areas. We appreciate all children benefit from time connecting with nature, placing this priority for children at the core of our provision for children with SEND.

Relationships with parents are at the forefront of all communication as are our SEND specialist teams (internal and external). As one community discovering life in all its fullness, we work as a relentless team to meet children's needs. This means parents know who the Special Educational Needs and Disabilities Co-Ordinator (SENDCO) is and work harmoniously with our school and external teams to ensure every child at Lindridge has the very best education.

Our Special Educational Needs and Disabilities policy and information report aims to:

- create indoor and outdoor environments that meet the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum.

Our SEND policy objectives:

At Lindridge we know precisely where children and young people with SEND are in their learning and development. We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents and those of children and young people themselves;
- high ambitions and stretching targets are set for all pupils;
- pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed;

- positive outcomes in the wider areas of personal and social development are promoted; and the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parents are aware of the school's SEND and Inclusion policy.

National arrangements for co-ordinating SEND provision:

Across the country, schools are required to:

- identify and address the SEN of the pupils that they support;
- use their best endeavours to make sure that a child with SEN gets the support they need;
- ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN;
- designate a teacher to be responsible for co-ordination of SEN provision;
- inform parents when they are making special educational provision for a child;
- prepare an SEN information report;
- allocate a member of the governing body with specific oversight of the school's arrangements for SEN and disability (SEN link governor).

Our Lindridge philosophy, supporting our overall aim for children with SEND is:

- all children have the right to be educated alongside their peers, having access to a broad and balanced curriculum;
- every child is valued for their unique self;
- learning is personalised, making education responsive to the diverse needs of the individual and their opinions;
- teaching sets high expectations for learning and behaviour, assessment is used to set targets, based on prior attainment, which are ambitious;
- every child received the best education, inspiring them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into the next stage of education;
- every teacher is a teacher of every child. As such, all teachers are responsible for delivering what a child needs through inclusive classroom teaching strategies and additional support must be directed by the teacher. Therefore, teachers must know what a child has achieved during every session, even if they are learning outside the classroom or with another adult.

All the teachers in our school are teachers of children with special educational needs and therefore at Lindridge we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn only for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEN provision.

2. Legislation and guidance

All schools:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND 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 of 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

Mrs Greenow-Langford is the school SENDCO, she is in school every day and is available via email: head@lindridge.worcs.sch.uk

As the SENDCO she will:

- Live-out our Lindridge school and SEND vision in all aspects of school life
- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

Mr Bill Andrewes is the SEND Governor and he will:

- Live-out our Lindridge school and SEND vision in all aspects of school governance
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher who is the SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

Mrs Amanda Greenow-Langford is also the headteacher and she will:

- Live-out our Lindridge school and SEND vision in all aspects of school life
- Work as the SENDCO with the SEND governor to determine the strategic development of the SEND policy and provision the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs. Areas of need can be classified into four broad areas, however it is recognised that individuals may have needs which cut across different areas and their needs may change over time.

- Communication and Interaction
Children with speech, language and communication needs (SLCN) may have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. This can include children with an Autism Spectrum Disorder (ASD).
- Cognition and Learning
Learning difficulties are identified when children learn at a slower rate, even with appropriate differentiation. It covers a range of needs including moderate learning difficulty (MLD) or severe learning difficulty (SLD) in which children are likely to need support in all area of the curriculum. Specific learning difficulties (SpLD) affect one or more specific aspects of learning and includes conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health (SEMH)
Behaviour which is withdrawn, challenging or disturbing may reflect underlying mental health difficulties. Children may have disorders such as attention deficit disorder (ADD), attention hyperactivity disorder (ADHD) or attachment disorder.
- Sensory and/or Physical needs
This may include a physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which will require specialist support and/or equipment.

5.2 Identifying pupils with SEND and assessing their needs

Our SEND Provision consists of a clear structure for the identification of need and is defined throughout this policy. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and 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 attainment 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 SEND.

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 core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

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:

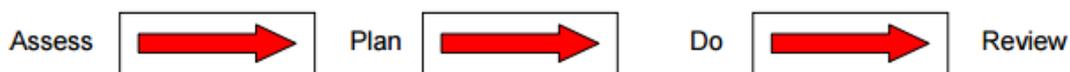
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a child is identified as having SEND we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEND provision we take action to remove any barriers to learning and follow a graduated approach with four part cycle of action: Assess Plan Do Review



The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise the importance of maintaining close links with all external pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception class. We recognise that transition may be different for every child with SEND and are committed to valuing every child's needs. This may include more regular visits to pre-schools children are coming from to develop effective and known relationships with the teaching team, additional settling-in sessions and home visits, so that every child is ready for their start at Lindridge.

Links are also maintained with local schools, particularly with the SENDCO for those children with SEND who transfer at Year 6 or any point in their school career. Should a child move out of the local area, we can assure all stakeholders that we will work harmoniously to make every transition seamless, including the use of virtual meetings. Information and records are given to other schools, including primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Recognising all children are unique, transition packages will be agreed between all relevant stakeholders, so helping to ensure children make a seamless transition in their educational journey. Our aim is for children to be happy, confident and as ready as possible for the change with all stakeholders being well-informed and ready for children to continue flourishing at their next setting. This may include additional transition sessions and parent meetings, tailored visits to new schools, extra visual resources such as creating and sharing environmental photos and virtual meetings with new teachers. At all times, communication with parents and guidance from external professionals will be at the forefront of transition plans. You can find out more in our Graduated Response document, available on our school website.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Lindridge, we fulfill our commitment to inclusive practice linked to the National Curriculum statutory inclusion statement, [Worcestershire Local Offer](#) and [Graduated Response](#) approach, by:

- Setting suitable challenges
- Responding to the pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment
- Inclusive First Quality teaching and differentiated curriculum
- Deployment of Teaching Assistant support in class
- Interactive approaches to learning
- Withdrawn support, to maximise learning in small groups or one-to-one
- Provide different learning materials or specialist equipment
- Use of visual timetables and task management boards
- Visual/practical support material
- Behaviour management techniques.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions where required;

1:1 support, small group interventions, in-class support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure staff at all levels have the required knowledge, skills and understanding to effectively support children with SEND.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapist (SALT) additional services
- Umbrella Pathway
- Autism Complex Communication Needs (CNN) team
- Learning Support team (LST)
- The Beacon School (Kidderminster PRU)
- The Positive Behaviour Team
- Health services including GPs, CAMHS, Clinical psychologists, pediatricians, occupational therapists.

- Children's services including; Early Help teams, social workers, educational psychologists and specialist advisory teachers.

5.9 Expertise and training of staff

The SENDCO Mrs Amanda Greenow-Langford is a qualified teacher (QTS) and Designated Safeguarding Lead (DSL) and has undertaken the Leadership in Special Educational Needs LA course. Mrs Greenow-Langford has also achieved the Diploma in Trauma & Mental Health-Informed Schools. [TSIUK]

The SENDCO/Headteacher is responsible for SEND provision at Lindridge St Lawrence CE Primary School working closely with staff and the governing body.

Mr Bill Andrewes is the SEND Governor who will maintain a strategic oversight and ensure that the school is meeting its statutory duties in relation to SEND.

The SENDCO/Headteacher will ensure that staff at all levels receive appropriate training in a timely manner in order to effectively meet the needs of all pupils at the school.

The SENDCO provides a termly report to Governors in relation to SEND through sub-committees.

5.10 Securing equipment and facilities

The Headteacher/SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).

The Headteacher informs the governing body of how the funding will be allocated to support special educational needs, the rationale for this spending and the intended impact.

The Headteacher/SENDCo and SEND governor meet regularly to agree on how to use funds directly related to EHC Plans and review outcomes for pupils.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half-term
- Reviewing the impact of interventions after 6 weeks or half termly
- Using pupil questionnaires/interviews/mini conferences
- Monitoring by the Headteacher/SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs
- The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher/SENDCO reports the outcome of the review to the full governing body.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils are actively encouraged to take part in after school clubs and enrichment activities

- We have a zero tolerance approach to bullying.
- Whole school approach to emotional regulation using The Zones of Regulation
- Enrichment/alternative curriculum opportunities
- Dedicated 'Nurture' Teaching Assistants and intervention 'Talk About' program
- SENDCO 'qualified 'Nurture Group Practitioner and Emotional Literacy Support Assistant (ELSA)
- Clear expectations outlined in our Behaviour Policy (Ready, Respectful, Safe)
- Supportive PSHE Program 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

5.14 Working with other agencies

In addition to the agencies listed in 5.8 we also work with;

- Mentor link
- Early Intervention Family Support Worker
- Barnardos
- Worcestershire Young Carers

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEND

A wealth of information is easily accessible regarding who to contact for advice and guidance. Please [click here](#) to access the guidance, or visit https://www.worcestershire.gov.uk/info/20540/who_to_contact_for_advice_and_guidance_send_local_offer

You can contact Worcestershire County Council Special Educational Needs and Disabilities Information, Advice and Support Service through the methods below:

www.hwsendiass.co.uk

www.facebook.com/hwsendiass

www.twitter.com/hwsendiass

SEND Information, Advice and Support Service (Worcester)

Young People's Support Services

Tolladine Rd

Worcester

WR4 9NB

Telephone: [01905 768153](tel:01905768153)

Email: SENDIASS@worcestershire.gov.uk

Office opening hours are Monday to Friday from 8.30am to 4.00pm

Click here to download a leaflet giving you a detailed overview of the information, advice and support SENDIASS offer in Herefordshire and Worcestershire.

5.17 Contact details for raising concerns

Headteacher – head@lindridge.worcs.sch.uk

5.18 The local authority local offer

Worcestershire County Council Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can access the Worcestershire Local Offer in written or video form (including sign language) by [clicking here](#) or by visiting <http://worcestershire.gov.uk/sendlocaloffer>

Our contribution to the local offer is published on our school website as our Graduated Response. You may also phone our school office who will happily help and guide you to access a copy.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and the headteacher every year. It will also be updated if any changes to the information or changes to national/local legislation are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN Information Report
- Graduated Response