

Philosophy

Lainesmead Primary School is an inclusive school. We believe in providing every possible opportunity to develop pupils' full potential. We believe in setting a realistic, yet challenging curriculum for the child with special education needs and/or disabilities (SEND). All pupils will 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 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 may include adapting the curriculum, the teaching, the environment or the resources, in order for pupils to succeed.

Aims

- to work within the guidance of the SEND code of Practice 2014
- to have high aspirations for all learners and ensure that they make the best possible progress and achieve their full potential
- to identify pupils who require additional support
- to assess, plan, do and review support for all learners.
- to provide an effective curriculum (i.e. differentiated teaching and learning styles, resources) to ensure access and provision for all
- to work in partnership with parents and ensure that parents are consulted where possible, and informed of their child's special needs and provision
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- to ensure that learners express their views and are fully involved, as far as possible, in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

Responsibility

The SENCo with the support of the Headteacher and the governing body is responsible for:

- ensuring provision for pupils with SEND.
- a SEN focus session takes place three times per year whereby the Headteacher, SENCo and the Governor with responsibility for SEN, meet to review SEND at Lainesmead.
- the success of the school's SEN policy is judged against the aims set out above.
- the SENCo reports to Governors annually on SEND and the Disability Equality Scheme (DES).

The SENCo also holds responsibility for:

- ensuring the day to day operation of SEND policy and monitoring its implementation.
- co-ordinating provision for SEND pupils including additional adults, resources, reviewing IEPS and actions
- maintaining the SEND register/provision map of SEND support by year group
- liaising with staff, parents, pupils and outside agencies as necessary
- advising on the deployment of the school's delegated budget and other resources to meet the needs of SEND pupils
- liaise with other schools on transition of SEND pupils either in or out of Lainesmead
- arrange and chair meetings with parents/carers and outside agencies as necessary, including annual reviews

Teachers hold responsibility for:

- planning and delivering quality first teaching, making any reasonable adjustments and differentiating as appropriate, including where pupils access support from teaching assistants or specialist staff.
- teaching all children including those with SEND.
- the progress and development of all the pupils in their class, including those with SEND.
- liaising with staff, parents, pupils, SENCo and outside agencies as necessary
- following the assess, plan, do, review approach to supporting learning and evaluating progress.
- raising any concerns that they may have about a pupil's progress at any point in the year by completing a concern form and meeting with the SENCO to plan next steps of support
- writing, implementing and reviewing Individual Education Plans (IEPS) and for their contributions towards an Early Help Record and plan (EHRP), a request for additional funding and a request for an Education Health Care Plan (EHCP) or an annual review
- holding additional meetings with parents on request and reporting back on a pupil's progress as necessary
- attending and preparing for SEND progress meetings

Parents:

Lainesmead offers parents two meetings per year (autumn and spring) to report on pupil's progress to date and inform parents of the next steps in their child's learning and completes a full end of year report in the summer term. 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.

Parents may access additional services in Swindon via Swindon's local offer website- www.mycaremysupport.co.uk 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.

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.

Guidance

Defining the child with special education needs

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Pupils may have different types of SEND

- 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, hyper-sensitivity)

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

A graduated response

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

As part of **quality first teaching**, staff will make reasonable adjustments to the curriculum and provide differentiation of work and support for all pupils as necessary. This is recorded in the class teacher's planning.

The Senior Leadership Team regularly review the quality of planning, teaching and feedback marking to all pupils, including those who are at risk of underachievement as well as SEND pupils. Where and when necessary actions

are put in place to improve teachers' knowledge and ability to implement school policy. This may also include understanding of specific strategies to support SEND pupils.

All pupils' progress is reviewed formally three times a year and discussed at 'progress meetings'. A range of evidence is collected through the usual assessment and monitoring arrangements (see assessment and marking policy for full details). Additional information may be gathered by consulting parents, previous settings and/or the previous class teacher.

If a pupil is making less than expected progress despite quality first teaching and in class differentiation, then barriers to learning are identified and addressed. The pupil may be offered a **short term intervention** in order to increase progress and close the attainment gap. When interventions are implemented pre and post intervention assessments will be carried out, in order to assess progress. This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice. Interventions can be crucial in closing the attainment gap between pupils and their peers. Therefore they are monitored by the class teacher who monitors progress towards the targets during the intervention. The overall progress and the impact of such an intervention is also monitored by members of the Senior Leadership team.

However if short term intervention is not supportive and the pupil is making less than expected progress * then the class teacher will consult with the SENCo and decide whether additional and/or different longer term provision is necessary. If this is the case then the child's name will be added to the school's SEND register/ provision map as **SEND support**.

**Making less than expected progress 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*

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. The assess, plan, do review cycle continues and intervention records are kept. On review 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 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 over time, additional assessments may be made by the SENCo or further support and advice may be sought from external agencies as appropriate. At this time 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.

Additional funding and/or Statutory Assessment requests may be applied for as necessary but only after two EHRP reviews. These requests can be made by the school with parental permission to the Swindon Special Educational Needs Assessment Panel. Parental requests may also be made.

For pupils who have **Statements of SEN, or Education, Health and Care Plans** (EHCP), objectives or outcomes that are outlined in their statement 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 a Statement/EHCP may be discontinued by the Education Authority, with parental consent.

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.

Transition

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.

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.

Access for all:

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, 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 is too high and cannot be greatly reduced by the presence of a family member/support staff then alternative educational provision will be made for the child at school.

Admission arrangements

All Admissions are the responsibility of the Local Authority and places for pupils without a Statement or EHCP are allocated in line with their Admissions Policy.

The admission of children with Statements/ EHCP is managed by Swindon's Special Educational Needs Assessment Team.

Complaints

If parents have any queries regarding their child's needs and provision they should contact their child's class teacher in the first instance. If parents have a complaint concerning provision for their child they will be referred to the school's complaint procedures.