Lilycroft Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Statement of intent

At Lilycroft Primary School, we value all children and celebrate diversity of experience, interest and achievement. All children need to experience praise, recognition and success, and children with SEND have an equal entitlement to this.

This policy outlines the framework to meet the duty, obligation and principal equality values to provide a high-quality education to all of our children, including children with SEND, and to do everything we can to meet the needs of children with SEND.

Through successful implementation of this policy, our school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between children with SEND and children without SEND.
- Involve children and their parents in decision-making
- Work on timely identification of children's needs
- Collaborate between education, health and social care services to provide support
- Endeavour to provide high-quality provision to meet the needs of children with SEND

*The term **teachers** in this policy means anyone who is involved in learning and teaching and the education and development of our children.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability Code of Practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

Identifying SEND

Lilycroft Primary School has a clear approach to identifying and responding to SEND. We recognise that the early identification and effective provision help to improve long-term outcomes for children.

Children's learning and emotional needs are observed daily by all staff.

Staff work in collaboration with each other and with families to form the full picture of child's needs. This informs an initial baseline assessment.

Classroom teachers, Early Years practitioners and Teaching Assistants (with the support of the senco) will conduct regular progress assessments for all children, with the aim of identifying children who are having difficulties in one or more areas of learning and development.

If there are concerns about a child's progress, or if a child requires additional support, this will be identified as early as possible through observation and professional dialogue between parents, the child's teacher, key person and the school's senco.

Support strategies are implemented through means of small group work or one-to-one support which may take place daily or weekly dependent on need. Teachers and senco monitor the success of these support strategies and make informed judgments regarding their impact on learning and progress.

If the child continues to experience difficulties in all or some areas of learning and development, the school will, in coproduction with parents, make a request to the Local Authority for an Education, Health and Care Assessment.

Definitions

For this policy, a child is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Cognition and learning

At Lilycroft Primary, we understand that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The senco will endeavour that any provision offered will be suited to the needs of the child.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH) difficulties

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging behaviour. At our schools, we recognise that these behaviours may be a result of a difficult time in children's lives and carefully thought out support strategies are put in place such as Individual Plans/ Provision Maps and Behaviour Support Plans.

Sensory or physical needs

Impairments that prevent or hinder children from using the school facilities, such as vision impairment (VI), does not necessarily mean that a child has SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A child with a disability is covered by the definition of SEND if they require special educational provision.

Lilycroft Primary recognises, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the senco will endeavour that their support needs are being met.

Roles and responsibilities

The Governing Body will be responsible for:

Communicating with children with SEND and their parents when reviewing policies that affect them.

Ensuring that effective provision is in place for all children with SEND.

Designating an appropriate member of staff to be the senco and having responsibility for coordinating provision for children with SEND.

Appointing a designated teacher for Children Looked After (CLA), where appropriate.

Ensuring that reasonable adjustments are made for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised.

Preparing the arrangements for the admission of children with SEND and the facilities provided to enable access to the school for children with disabilities.

Regularly monitoring the schools' policies and procedures, to review their impact on children with SEND, including on their mental health and wellbeing.

Preparing the Accessibility Plan, showing how the schools intend to progressively improve access over time.

Developing complaints procedures, which will be known to parents.

Ensuring arrangements are in place to support children at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.

Appointing an individual governor to oversee the schools' arrangements for SEND.

The Headteacher will be responsible for:

Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them.

Ensuring that teachers monitor and review children's progress during the academic year.

Ensuring that the senco has sufficient time and resources to carry out their functions.

Providing the senco with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Assisting the Governing Body in appointing a designated teacher for CLA, who will work closely with the senco to ensure that the needs of the children are fully understood by relevant school staff.

Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.

Ensuring that procedures and policies for the day-to-day running of the schools do not directly or indirectly discriminate against children with SEND.

Establishing and maintaining a culture of high expectations and including children with SEND in all opportunities available to other children.

Ensuring that the approach to the curriculum includes how it is made accessible for children with SEND.

Reporting to the Governing Body on the impact of SEND policies and procedures, including on children's mental health and wellbeing.

The senco will be responsible for:

Collaborating with the Governing Body and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the schools.

Working with the relevant governors and the headteacher to ensure that the schools meet their responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

The day-to-day operation and implementation of the SEND policy.

Coordinating the specific provision made to support individual children with SEND, including those with EHC plans.

Liaising with the relevant, designated teachers where CLA have SEND.

Advising on a graduated approach to providing SEND support.

Advising on the deployment of the schools' delegated budget and other resources to meet children's needs effectively.

Liaising with the parents of children with SEND.

Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

Being a key point of contact for external agencies, especially the LA and LA support services.

Liaising with the potential future providers of education to ensure that parents are informed about the options and a smooth transition is planned.

Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.

Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Ensuring, as far as possible, that children with SEND take part in activities run by the school, together with those who do not have SEND.

Ensuring that the school keep the records of all children with SEND up-to-date, in line with the schools' Data Protection Policy.

Cooperating with the LA during annual EHC plan reviews.

Preparing the SEND information report and publishing it on the website.

Informing the parents of children with SEND, who do not have an EHC plan, that SEND provision is being made.

Participating in training and CPD opportunities.

Providing training to relevant class teachers and other staff.

Supporting teachers in the further assessment of a child's particular strengths and areas for further development, and advising on effective implementation of support.

Ensuring that teachers understand the strategies to identify and support vulnerable children.

Ensuring teachers have an established understanding of different types of SEND.

Ensuring that children with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.

Consulting health and social care professionals, children and parents to ensure the needs of children with medical conditions are effectively supported.

Keeping parents and relevant teachers up-to-date with any changes or concerns involving a child.

Teachers will be responsible for:

Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents, the senco and a child's key person.

Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.

Being accountable for the progress and development of all the children in their class.

Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.

Understanding and implementing strategies to identify and support vulnerable children with the support of the senco.

Graduated approach

Once a child with SEND has been identified, the school will employ a graduated approach to meet the child's needs by:

- Establishing a clear assessment of the child's needs.
- Planning, with the child's parents, the strategies and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the support strategies with the support of the senco.
- Reviewing the effectiveness of the support strategies and making any necessary revisions.

Children with specific circumstances

Children Looked After (CLA)

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

Lilycroft Primary School has a designated member of staff for coordinating the support for CLA.

Where that role is carried out by a person other than the senco, designated teachers will work closely with the senco to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

Children new to English

Lilycroft Primary School will give particular care to the identification and assessment of the SEND of children new to English.

The school will consider the child within the context of their home, culture and community. Assessment in Home Language will be utilised wherever possible.

Where there is uncertainty about an individual child, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

Lilycroft Primary School fully understands that a child being 'New to English' does not equate to them having learning difficulties. At the same time, when children who are 'New to English' make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Children with Medical Needs

The school recognises that pupils at school with a medical condition should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care which brings together health and social care needs, as well as their special educational provision and ensures the SEND Code of Practice (2014) is followed. Children with medical needs have a health care plan and medication may be held and administered in school in line with our Administration of Medication procedures. Health Care Plans for pupils with Epi pens are provided by the hospital. Staff are regularly trained in common medical conditions such as Asthma, allergies and epilepsy. Further training is provided when required to meet the needs of specific medical conditions.

Admissions

Lilycroft Primary School will ensure we meet our duties set under the 'School Admissions, Attendance and Transition Policy' by:

Not refusing admission to a child that has named the school in their EHC plan.

Considering applications from parents of children who have SEND but do not have an EHC plan.

Not refusing admission to a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

Not refusing admission to a child who does not have an EHC plan.

Involving children and parents in decision-making

Parents of children with SEND will be encouraged to share their knowledge of their child; the headteacher , teachers and senco will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA and parents.

The planning of the provision that the school implements will help parents of children with SEND express their needs, wishes and goals, and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Local Offer

Lilycroft Primary School will help to ensure that parents understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

Assessment

In consultation with the child's parents/carers, Lilycroft Primary School will, request a statutory assessment of SEND where the child's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and child.

The school will meet its duty to respond to any request for information relating to a statutory assessment, within six weeks of receipt.

The school will gather advice from relevant professionals about the child concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of children with SEND, the school will:

- Base decisions on the insights of the child's parents.
- Set children challenging targets.
- Track children's progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, children's needs will be defined under the 'Special educational needs and disability Code of Practice: 0 to 25 years' broad areas of need:

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

Where a child continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the senco, as well as external agencies, where appropriate.

Training will cover both mental and physical needs of children with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the senco participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's senco
- Implementing support measures
- Monitoring the success of those support measures
- How to develop peaceful learning environments
- How to develop lessons/activities so they are engaging for children with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development
- Promoting mental health and wellbeing

Lilycroft Primary School will ensure that there is a focus on promoting children's resilience, confidence and ability to learn in all areas across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Specialist services will be sought, where a child requires such services.

Where/when appropriate, the school will support parents in the management and development of their child.

The school will focus on work that helps to build self-esteem and self-regulation strategies.

EHC plans

Lilycroft Primary School will cooperate with the LA when research about the child is being conducted.

The school will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a child with an EHC plan, the school will involve the parents in discussions surrounding how the school can best implement the plan's provisions to help the child thrive in their education and will discern the expected impact of the provision on the child's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will ensure that all those teaching or working with a child named in an EHC plan are aware of the child's needs and that arrangements are in place to meet them.

The school will specify short-term targets sought for a child in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years'

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

Information regarding a child's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

The school will take steps to ensure that children and parents are actively supported in developing and reviewing EHC plans.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

Reviewing the EHC plan

Lilycroft Primary School will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst children and their parents.
- Seek advice and information about the child prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents that they have the right to appeal the decisions made in regard to the EHC plan.

Safeguarding

Lilycroft Primary School recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that children with SEND are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, though are not limited to, any communication difficulties the child may experience, and the common assumption that indicators of possible abuse are related to the child's complex needs or disability without further exploration, e.g. peer group isolation, injury and changes to behaviour and mood.

The headteacher and Governing Body will ensure that the schools' Safeguarding and Child Protection Policy reflect the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes in behaviour or mood, or any injuries and that these indicators will be investigated by the DSL in collaboration with the senco.

Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a child moving from Primary to Secondary School, to allow for planning and, where necessary, commissioning of support and provision at the new phase.

Parents will be advised on what Secondary schools are available and, when possible accompanied on visits to prospective schools so they can make informed decision about which school is best suited for their child's needs.

Lilycroft Primary School will liaise with the senco of the school to which a child is moving to ensure smooth transition.

Data and record keeping

Lilycroft Primary School' records will:

- Include details of SEND, outcomes, actions, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all children.
- Maintain an accurate and up-to-date record of the provision made for children with SEND, which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA. (Information Report)

A SEND Information Report will be prepared annually for each school by the senco and will be published on the schools' websites. Any updates will be made and published as soon as possible.

All information will be kept in accordance with the schools' Data Protection Policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the child's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children's Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the Headteacher of the setting at which the pupil is intending to start their next phase of education.

Publishing information

Lilycroft Primary School will publish our SEND Policy on the school's website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

This policy is reviewed on an annual basis by the senco and the headteacher in conjunction with the Governing Body.

The next scheduled review date for this policy is September 2027.