

# Special Educational Needs and Disability Policy

Lyng Primary School



Written by: Mrs LA Deeley (SENCo)

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Lyng Primary School's SENCO (Special Educational Needs Co-ordinator) is Mrs Laura Deeley

If you have an SEND issue you are invited to email Mrs Deeley on [laura.deeley@lyng.sandwell.sch.uk](mailto:laura.deeley@lyng.sandwell.sch.uk)

### Introduction

The whole team at Lyng Primary is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families within the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants, including 1:1 staff who support children with special educational needs and disabilities (SEND). The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life -long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties with care, guidance and understanding.

## Admission Arrangements

In line with the SEN and Disability Act we will not discriminate against children with disabilities and special needs and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

## Management of SEND within school

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with adaptations and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENCo is responsible for:

- Overseeing the day-day operation of this policy co-ordinating provision for children with special educational needs
- Liaising with and advising teachers managing learning support assistants overseeing the records on all children with SEN liaising with parents of children with SEN (in conjunction with class teachers) contributing to the in-service training of staff liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy. Termly meetings will take place.

## Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress;

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress;

- Disability
- Attendance and punctuality
- Health and welfare

- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs;

- Analysis of tracking data
- SATs results
- Reading ages
- SEMH observations and SDQ data
- Annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time – pupil progress meetings
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. This SEN support list is then forwarded to the Head teacher and the Deputy Head teacher each term. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

### Curriculum Access and Provision

In order to meet the learning needs of all pupils, adaptive teaching takes place. Teachers work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs and disabilities, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher or LSP/LSA
- Small group withdrawal with LSP, CT, or Learning Mentor LM.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

### Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills

### Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

### Targets

For pupils with an EHCP, provision will meet the recommendations on the plan itself. These targets are annotated by all staff within school and fed back in EHCP Progress Review meetings with the SENCO. The recommendations will then be monitored carefully by the SENCO throughout the academic year. The children's plans will be shared with the appropriate stakeholders.

### Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents.

Additional Support Intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has SEMH problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved.

### Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels – school specific records/data.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### Education, Care and Health Plans (EHCP's)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are;

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Implemented in the classroom and wider school environment
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transfer Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

### Safeguarding

At Lyng Primary School we understand that there are additional challenges for children with SEN in terms of their safeguarding. We have a strong awareness of how mood or injury may relate to possible abuse and not just their SEN or disability. We recognise that some children with SEN find it difficult to communicate their needs therefore understanding the child's behaviour and their communication is vital. Any changes in behaviour should be recorded using the CPOMS system to build up a picture over time. The statutory guidance entitled 'Keeping Children Safe in Education' (DFE) and 'Working Together to Safeguard children' (DFE), both state that all practitioners should, in particular, be alert to the safeguarding of children with SEND. We also recognise that 'peer on peer' abuse should also be recorded and shared with the DSL through CPOMS.

### Partnerships with parents and carers

The school aims to work in partnership with parents and carers.

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We develop our partnerships with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Give parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing · instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

### Pupil Involvement

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

### Special Provision

- The school has the following special facilities:
- Wheelchair access
- Disabled toilets with hand rails
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)



- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

### Learning Outside the Classroom (LOTC)

As part of the diverse, broad and stimulating curriculum that we provide for our pupils with SEN, 'Learning Outside the Classroom' offers our children multi-sensory experiences which help them make sense of the world around them. As well as taking part in whole class activities, our children will experience small group work and 1:1 sessions around school. The children enjoy learning in different environments and especially learning and enjoying our sensory room and sensory garden. Children can use these areas for learning, well-being and as calming spaces. In school, we have a number of children who receive 1:1 support, when the children learn outside the classroom we see an increased participation level, the children are more motivated and learning is generalised for them. Their social skills are enhanced and we see the children accepting boundaries which leads to deeper learning.

### Links with Educational Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Special Educational Needs Teacher for Learning - SENAT-L, Behaviour Support Teacher - BST, Occupational Therapy – OT.

### Training and Resources

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. As a school we use the notional budget of £6000 to support needs of the child in the first instance. If the children requires additional funding for support to meet their needs, an EHCP and top up funding will be requested.

### Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary.

### Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

At Lyng Primary we pride ourselves on being an inclusive and welcoming school where children mix happily and all children are fully accepted into school life by staff and their peers.

The Hive is a purpose built space that our children with individual support can access during the morning session. Typically, these children are in Year 1 to Year 6.

Blossoms is a space where our youngest children from Early Years can access throughout the day to work on their targets in a distraction free and calm environment.

During this morning session, children will have access to specialist equipment and spaces to meet their needs and have time to focus on important life skills, problem solving and communication as well as English and Maths skills if appropriate. At Lyng Primary, we celebrate all children's differences and abilities and we understand that all children have individual needs and talents. The Hive gives us scope to develop a curriculum that is based around the 7 principles of the Rochford Review (2016) and also the Engagement Scales. The curriculum will have deep roots in discovery, responsiveness, curiosity, anticipation, persistence, initiation and investigation. Work and activities in the afternoons is adapted to meet the children's needs. For some children, overlearning and generalisation of skills is an important part of the children's learning experiences and provision and sometimes skills that are learnt throughout the morning are practiced again during the afternoon. This is to ensure the children are making progress and learning translates into long term memory.

Our staff are all suitably trained and are passionate about supporting our children with SEN. The staff also have a deep knowledge of how visual resources such as visual timetables, now and next boards, choice boards and communication aids can have a positive effect on children with SEN.

In The Hive, the children will work with a range of different adults to ensure different relationships are being formed and the children do not get reliant upon one member of staff.

### The Role of the SENCO

The SENCO for Lyng Primary is Laura Deeley. It is the SENCO's role to ensure that the provision we provide for our children with SEN is the very best. It is the SENCO's role to ensure that children with SEN are making progress in school, The Hive and Blossoms and that they are meeting their individual targets set in outside agency reports and EHCP's. It is also the SENCO's role to monitor The Hive's and Blossom's provision. This will be done through observations, drop in sessions, data analysis and pupil conferencing. The SENCO will also routinely organise EHCP Progress Reviews with school staff. Every child with an EHCP has a half termly progress review where targets are reviewed and evidence towards them is monitored. These meeting also take place with the children in Early Years, where progress, provision and wellbeing of the children is discussed.

### The Hive Curriculum

For English, The Chris Quigley Curriculum is followed and White Rose schemes are used for Maths. This is to ensure consistency across school.

We also use the Towards Independency Hierarchy to ensure that the children's self-help skills, life skills and independence are of top priority. The children's individual EHCP's and outside agency reports will also guide the provision where individual

target work will take place to ensure that the children are achieving their full potential. The Hive changes throughout the year to ensure that we adapt to meet the children's needs. We are proud to celebrate that most children who attend The Hive, make enough progress to be able to be taught in whole class situations with their peer group. With sound adaptations and good quality teaching, we are proud that most of our children can be taught within the main classroom. This is organised and discussed with the children, parents and staff and Hive Exit Criteria is discussed between all involved to ensure that it is the correct decision. If the decision is made that the children are going back to class full time, a transition period will be well planned and managed to ensure that children are able to cope with the change in routine. Detailed conversations are also had between the SENCO, Hive Lead, Support Staff, Class Teachers and also Parents to ensure everyone agrees and their opinions heard.

Children in Blossom will still follow the Early Years Curriculum.

### Assessment

All children in school Years 1-6 are assessed using SIMS tracker. The children who are working below their age related expectation may also utilise the Sandwell Skills Ladders for English and Maths. BSquared is also used to track the children who are pre-curriculum. Currently, Hive staff will complete this tracker and share the data with the class teachers. It is the teacher's responsibility to then complete the main tracker for all children in collaboration with staff who work in The Hive and Blossoms. Discussions occur between all teachers and support staff who know the child well to form a detailed and accurate picture of the child.

### How are the children included in school life?

The children who have access to The Hive every morning will be taught in our main school every afternoon to ensure that the children still have access to a broad and balanced curriculum. The children who are supported in Blossoms will use the space for targeted work throughout the whole day and during child initiated times in the main classroom, the children will join.

The children's learning will be carefully planned and the children will all receive support during the afternoon session from the class teacher and support staff. First wave quality teaching is our priority for the children who attend the Hive and Blossoms. Most children with EHCP's will be able to sit with their peers in flexible seating arrangements. However, there are some children who need distraction free spaces in order to learn and practice skills.

The children are also included in any special celebrations days, school trips, spontaneous walks, learning outside the classroom or special visitors and will have PE with their class.

### The Role of the SEN Governor

The SEN Governor will form a link between the governing body, The Hive and Blossoms. Working alongside the SENCO and all staff, the SEN Governor will offer

support and challenge to ensure the needs of The Hive's and Blossoms pupils remains an essential part of what the governing body wants within school.

### Nurture

During the afternoon session The Hive space will be used for our Nurture group. At Lyng Primary we understand that children's learning should be understood developmentally and through this way of thinking we can support learning and progress. The Hive offers a safe base for the children to learn in a nurture rich environment that will develop the children's awareness of themselves and others and develop their self-esteem. At Lyng Primary we understand that all behaviour is communication and we support the children through challenging times with care and understanding. In Nurture, the children learn social rules and how to work as a team.

### Comments by parents

"The Hive is outside the box thinking".

"The Hive will put Lyng on the map".

This Policy has been reviewed in June 2024

Head: Mr Andrew Fowler

SENCo: Mrs Laura Deeley

SEN Governor: Mrs Lynn Howard