



LORDSWOOD
SCHOOL

Special Educational Needs and Disability Policy

Reviewed Annually
Last Reviewed: October 2019



At Lordswood School we are committed to ensuring every child has the best provision for learning. We work with a number of other agencies to draw on outside expertise as appropriate. We believe working in partnership with parents is vital for success.

Our Aims for SEND

- To create an ethos and educational environment that is child centered, has the views, and needs of the child at its heart, along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the code of practice (2014/revised 2015) in stating that teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To fully adopt the graduated approach to ensure that all pupils with SEN and /or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a child centered approach, fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the collaborative responsibilities of school staff in providing an appropriate education for pupils with Special Education Needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities, thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

Identification of pupils needs

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the code of practice 2014 (revised 2015):
“**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.**”
(Page 83)
- The school reflects what the code of practice states (page 88 section 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘**SEN Support**’.
- We are alert to emerging difficulties, which may not be evident at an early age; parents or the children themselves may express these concerns. Equally, it is



not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

- The four broad areas identified within the SEN Code of Practice 2014/5 (pg86) are **‘Communication and Interaction’**, **‘Cognition and Learning’**, **‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical Needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the schools provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.
- Although the SENCO has overall responsibility for identification of pupils with SEND in the school, it is vital that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEND is a vital factor in overcoming barriers to learning. The SENCO works closely with teachers and SLT to track school data.

We also use a number of indicators to identify pupils’ special educational needs. Such as:

- Close analysis of data, EYFSP, termly and yearly assessments.
- Any teacher or support staff concerns voiced on identification report sheets.
- Following up parental concerns.
- Tracking individual progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools, information from other services.
- Close liaison at the outset with EYFS, staff and the SENCO and parents.

Other factors that might influence progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of Pupil Premium
- LAC
- Being a child of a service family
- EAL

Special Educational Needs Provision

- Differentiated quality first class teaching is a priority for all pupils in the school including those with SEND
- Where a pupil is identified as SEND, action is taken to remove barriers to learning and put effective special educational provision in place



- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**)

Accessibility to the curriculum and the learning environment for pupils with SEND

- We at Lordswood are proactive in removing barriers to learning. School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools/agencies if appropriate. We promote dyslexia friendly and ASD friendly practices.
- We aim to increase and promote access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Lordswood School has disabled toilets and wheelchair access at a number of points throughout the school.

Assessment and Review Process

Assess - in assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers as well as national data. The pupils own voices are sought where appropriate, as are those of external support services, if involved. The school liaises fully with outside agencies. Any concerns by parents are actively listened to and recorded. Summative assessments are reviewed every term in our school and individual assessments are reviewed every half term or sooner if required.

Plan – We aim to notify parents if their child is being provided with SEN support. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour along with a clear date for review.

The SENCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child, and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this. The teacher works closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

Reviews are carried out. Some children have an **EHCP (Education, Health and Care Plan)**. These are reviewed by the local authority in partnership with the school at least annually for pupils over 5 years of age and six monthly for pupils below the age of 5. These reviews are arranged at school and are part of the SENCO role. When we review, we evaluate impact and quality of the support and take into account the views of both parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in light of the pupil's progress



and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions enabling them to be involved in planning the next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Managing the needs of pupils who qualify for SEN support

- In many cases, the pupil's needs are effectively met within the school.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The **Local Offer** sets out clearly what support is available and how it can be accessed. Support services used in Lordswood School include for example Educational Psychology, CYPMHS, Speech, Language, and Occupational Therapy Services amongst others.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have not made expected progress, the school or parents should consider applying for an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN support.

Working in Partnership with parents and carers

- We recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which can they can provide.
- Where a pupil is receiving SEN support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential.



Improving the emotional, mental and social development of pupils with SEND

This policy should be read in conjunction with our Mental Health and Well Being Policy and Medical Needs Policy in cases where a pupil's mental health overlaps with or is linked to a medical issue or an identified mental health condition.

We at Lordswood recognise that some children may experience a range of social and emotional difficulties, which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)
- Oppositional Defiant Disorder (ODD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)
- Oppositional Defiant Disorder (ODD)
- Auditory Processing Disorder (APD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

Funding of SEND

The SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. Pupil Premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used.

High Needs Funding

- Under Medway SEND policy, each school is expected to provide for the needs of pupils who have SEND up to a cost of £6,000 from their notional SEND budget.
- Some pupils may require extra support. In this situation, we may be able to apply for additional funding to provide specific tailored support. This is called "Top Up Funding". For those pupils with an ECHP, this funding is termed "Element 3 Funding". If we are in receipt of High Needs Funding for your child, we will discuss this with you.

Supporting pupils with medical conditions

Please refer to our Medical Needs Policy for more specific details with regards to pupils who may have additional medical needs.



- The school is an inclusive community that aims to support and welcome all children including those with medical conditions.
- The school meets its statutory responsibilities to manage medicines and medical conditions in line with Government guidance 'Supporting pupils at school with Medical conditions' and the 'Special Educational Needs and Disability Code of Practice 0-25 years'.
- We aim to provide all pupils with medical conditions the same opportunities as others at school.

Complaints concerning SEND provision

Any complaints should first be raised with the SENCO and /or class teacher, then if necessary with the Head teacher. All complaints follow the schools complaints procedure.

The Role of the SENCO

- Overseeing the day to day operation of the school's SEND Policy and updating it annually.
- Liaising and advising fellow teachers and coordinating provision for children with SEND
- Maintaining the school's register and overseeing the records of all pupils with SEND.
- Liaising with parents of children with SEND and with external agencies, including the Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies.
- Ensuring all practitioners in the setting understand and fulfill their responsibilities to children with SEND
- Advising and supporting colleagues
- Coordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision, of support staff in our schools including Teaching Assistants, Behaviour Support Staff and others.
- Review the impact of targeted support for SEND pupils.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- In School Review Lead.
- Early Help / TAF Lead & Practitioner.

This policy has been written in line with the new SEND Code of Practice 2014 (revised 2015).