



# **Landulph School** **Special Educational Needs Policy**



## **Purpose**

At Landulph Primary School we believe that all children are entitled to a broad and balanced curriculum of the highest standard, suitably differentiated to meet individual needs. We aim to ensure that all children have their special educational needs met within an inclusive ethos assisting all children regardless of their difficulties, in overcoming any barriers to learning they may face.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all children and we fully support the principles for inclusion:-

- setting suitable learning challenges
- responding to children's diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of children

## **Definition**

As defined in the Governments' SEND Code of Practice (2001), a child has Special Educational Needs and/or Disability (SEND) if she/he has a learning difficulty which calls for additional educational provision to be made for him or her. A child has a learning difficulty if she/he:

- (a) Has a significantly greater difficulty in learning than the majority of children of the same age. This includes a difficulty in learning due to behaviour;
- (b) Has a disability which either prevents or hinders the child from making use of educational facilities of any kind provided for children of the same age in schools within the area of the local education authority.
- This is most effectively managed within a graduated approach of intervention as laid out within the DfE Special Educational Needs Code of Practice. This is used in order to provide appropriate support for our children.

Within this document four areas of need are categorised:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- Sensory and/or physical difficulties.

## **Identification and Assessment**

The school offers a differentiated curriculum, however, when a child fails to make progress and shows signs of difficulty in some of the following broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and Sensory and/or physical needs, the school will place the child under "SEND Support" and support that is additional to and different from the

differentiated curriculum will be provided through a Special Educational Needs support plan (previously known as an Individual Education Plan (IEP)) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Personalised resources
- Behaviour monitoring packages
- Use of specialist equipment
- Alternative teaching strategies

The resources allocated to pupils who have Special Educational Needs but do not receive an Educational Health Care Plan (EHCP), will be deployed to implement these support plans under "SEND Support", as outlined in the revised Code of Practice.

Parents will be informed and children will be involved in any decisions taken at this stage using the cycle of support highlighted below.

<b>Assess</b>	Teachers assess children as part of their daily teaching
<b>Plan</b>	If a need is identified they plan an appropriate intervention
<b>Do</b>	The intervention is implemented
<b>Review</b>	The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary. Progress of interventions is monitored through teaching, through teaching assessments, pupil progress meetings, and assessments by other professionals as appropriate

This cycle of assessment and targeted interventions are ongoing and underpinned by high quality teaching.

### **Monitoring and Additional SEND support**

Special Educational Needs support plans are reviewed three times per year with the class teacher taking the lead on the review process. Both the parents/carers and the child will be involved during this stage to ensure the plan is personalised and appropriately targeted. Targets are a continual process and will be reviewed by the class teacher as and when appropriate, between termly reviews.

As part of the review process the Special Educational Need Co-ordinator (SENDCO) and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support, the child continues to have significant needs which are not being met by current interventions. At this stage, the involvement of specialist professionals may be required.

For individual children for whom additional support is required from other professionals, a request for involvement will be made. External specialist teachers and advisors who work with the children, teachers and families of children with significant barriers to learning include:

- School nurse

- Speech and Language therapists
- Teacher of the Deaf
- Occupational therapists
- Educational Psychology Service
- Children Adolescent Mental Health Service (CAHMS)
- Family Support Workers

### **Provision**

The Headteacher, in collaboration with the Local Governing Committee (LGC) has the overall responsibility for overseeing the provision for children with SEND. They determine the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.

The Special Educational Needs co-ordinator (SENDCO) works closely with the Headteacher and the LGC to co-ordinate the provision and is responsible for strategic development of the SEND policy.

At Landulph Primary School, the SENDCO:

- Manages the day to day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Monitors the progress of pupils with special educational needs.
- Supports and advises colleagues.
- Is an important link with parents/carers.
- Acts as a link to external agencies and other support agencies.
- Contributes to and manages the records of all children with special educational needs.
- Manages a range of resources both human and material, used to support children with special educational needs.
- Works with the governor responsible for SEND to monitor and evaluate the special educational needs provision and report to the LGC.

### **Partnership with Parents/ Carers**

The school will actively seek the involvement of parents in the education of their children, with staff and parents working together to support children identified as having additional needs. Parents have access to information about Landulph School's special needs provision through the school's prospectus and School Information Report which can be found on the school website. Further advice is available from the Headteacher or SENDCO. Parents are also encouraged to discuss their child's needs with the Headteacher prior to admission in order to ensure that the school can aim to provide appropriate provision.

We aim to work in partnership with parents in meeting the needs of all children. Parents are encouraged to bring any matters with regards to their children's progress, learning or welfare to the attention of the class teacher, the school's SENDCO and/or Headteacher.

Parents are also involved and fully informed at all stages. Through the graduated response of monitoring and reviewing progress, parents are encouraged to participate with this through a range of formal and

informal opportunities such as conversations with the class teacher; Parents' Evenings; Team Around the Child meetings and SEND Review meetings.

### **Statutory Assessment**

For a child on the SEND Register with a Multi-Agency Support package, who is not making adequate progress, despite a period of support from a number of services, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether an Education, Health and Care Plan (EHCP) is required.

The school is required to submit evidence to the LA who makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. If a child receives an EHCP this will be reviewed annually.

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