

## Special Educational Needs and Disability (SEND) Policy

---

Adopted by: **Lime Academy Larkswood**

Date: **October 2022**

Review date: **October 2023**

## Introduction

---

The person responsible for managing the SEND provision in school is Ms Quynh Hua (Assistant Headteacher - SEND, Inclusion and Safeguarding), who can be contacted on 020 8529 4979 or by emailing [send.larkswood@limetrust.org](mailto:send.larkswood@limetrust.org).

The Assistant Headteacher - SEND, Inclusion and Safeguarding is part of the school's senior leadership team (SLT).

## Compliance

- This policy complies with our statutory requirement and has been written with reference to the following guidance and documents:
- SEND Code of Practice 0 – 25 (DfE, May 2015)
- Equality Act 2010
- The SEN and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, Dec 2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Teacher's Standards 2012
- TA Standards 2015
- Lime Academy Larkswood Safeguarding Policy 2021
- Lime Academy Larkswood Accessibility Policy and Plan 2020
- Lime Academy Larkswood Supporting Pupils with Medical Conditions Policy

## Aims

- Our overarching aim in Lime Academy Larkswood is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all pupils can maximise their potential. We aim to do this by:
- raising the aspirations of and expectations for all pupils with SEN/D
- enabling each pupil to partake in and contribute fully to school life
- enabling each pupil to reach his or her full potential
- endeavouring to understand and meet the individual needs of each child
- providing a focus on outcomes for children rather than hours of provision/support
- working closely with external agencies
- including the views of the child and their parents in the monitoring and reviewing of provision

## Definition of Special Educational Needs and/or Disability

---

The SEND Code of Practice 2015 states that a child has special educational needs if he/she has a learning difficulty which requires special educational provision to be made for him or her. In this context, a child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of his or her age. It also covers a child who has a disability which hinders or prevents him or her from making use of educational facilities provided in schools for children of the same age. In school we also acknowledge higher attaining children as possibly also being in need of additional support, guidance or provision. When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2015, p.97). These are as follows:

*Communication and Interaction* - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

*Cognition and Learning* - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

*Social, Mental and Emotional Health* - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

*Sensory and/or Physical* - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

The following are not, in isolation, considered to require SEN/D provision, but may impact on attainment and progress:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under the Equality Act)<sup>2</sup>
- Attendance and punctuality
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium grant
- Being a Child in Care (CiC)
- Behavioural difficulties

## Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010; that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where there a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

For further information, please see the school's Accessibility Policy and Plan which is available on the school website.

## Identification, assessment and review of pupils with SEN/D

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. The school keeps a record of those pupils receiving SEN support as part of a wider provision map.

### A graduated approach to SEN/D support

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach or 'assess-plan-do-review' (APDR). It will highlight where the support of more specialist expertise is required.

## **Assess**

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school's Assistant Headteacher: SEND, Inclusion and Safeguarding.

It is the responsibility of class teachers, under the Teachers' Standards 2012 and the SEND Code of Practice 2015, to put in place strategies that will support and accelerate the progress and development of SEN/D pupils in their class. Differentiation and class-based strategies come under the category of quality first teaching and are the first steps in responding to pupils with additional needs.

If the professional opinion of the class teacher and SENCO is that a child's needs are more complex or not responding to quality first teaching strategies, then the child is placed higher up the concern ladder into the category 'SEN Support'. At this stage, all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is brought together to form a profile of the child and plan appropriate support.

The process of assessment will involve:

1. carrying out a clear analysis of the pupil's needs drawing on teacher assessment and experience of the pupil
2. take into account their previous progress and attainment
3. consider the pupil's development in comparison to their peers and national data
4. consider the views of parents, the pupil's own views and, if relevant, advice from external support

We take seriously any concerns raised by a parent. These are recorded and compared to the school's own assessment and information on how the pupil is developing.

Academic progress is cause for concern if it:

- 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
- widens the attainment gap

Additionally, where a pupil is not making progress with their wider development due to social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

### ***Plan***

Where it is decided to provide a pupil with SEN support, the parents are notified. The teacher and the Assistant Headteacher: SEND, Inclusion and Safeguarding should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or social/emotional skills. Support and intervention provided is then selected to match the outcomes identified for the pupil. Where necessary, plans will outline parental involvement to contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, intended outcomes and the support and/or strategies that are required.

### ***Do***

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Assistant Headteacher: SEND, Inclusion and Safeguarding supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the most effective form of support.

### ***Review***

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The teacher, working with the Assistant Headteacher: SEND, Inclusion and Safeguarding, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care Plan (EHCP), the Local Authority, in cooperation with the school, must formally review that plan, through the Annual Review cycle, as a minimum every twelve months.

### **Managing the needs of pupils receiving SEN/D support**

---

Reasonable adjustments and intervention through quality first teaching is part of usual classroom practice. The progress of all children receiving SEN support is discussed at regular Pupil Progress meetings and is reviewed by the Assistant Headteacher: SEND, Inclusion and Safeguarding along with the Senior Leadership Team. During Pupil Progress, any additional intervention which is required will be agreed and put in place for pupils who are causing concern or have been identified as requiring SEN support. This is reviewed and updated throughout the four-stage APDR cycle.

For more detailed information of the school's provision for pupils with SEND, please see the School SEN Information Report on the school website which is reviewed annually.

## **Specialist support and external agencies**

---

School may decide to involve specialist advice where a pupil continues to make less than expected progress, despite evidence-based support and interventions. Parents are always consulted before any seeking this advice. It is also a requirement that before referrals can be made to most outside agencies parents are required to provide consent.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Plan needs assessment. The APDR plan is used to provide evidence of the school's provision and impact on the child's outcomes. Parents also have the right to request an EHCP needs assessment through the Local Authority.

## **Criteria for exiting SEN support**

---

If it is felt that children are making progress which is sustainable then they may be taken off SEN Support. If this is the case then the views of the teacher, Assistant Headteacher: SEND, Inclusion and Safeguarding, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If everyone is in agreement, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

## **Supporting pupils and families**

---

We strive to work with pupils and their families to meet and agree on their SEN needs and the necessary provision. The school's SEN Information Report provides information for parents about support at various levels.

The London Borough of Waltham Forest Local Authority also publishes on its website a Local Authority Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which has replaced the SEN statement.

You will also find information about:

1. Where to go for advice and guidance on SEN and Disability matters
2. Leisure activities for children with SEND
3. Arrangements for resolving disagreements and mediation

## Supporting pupils at school with medical conditions

---

The school recognises that pupils at school with medical conditions 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 SEN and may have an EHCP which brings together health and social care needs.

For further information, please see 'Supporting Pupils at School with Medical Conditions' policy which can be found on the school website.

## Monitoring and evaluation of SEND

---

The effectiveness of the school's SEND policy and provision is evaluated through:

1. Monitoring the quality of teaching and learning
2. Tracking and analysis of pupil progress and intervention data
3. Pupil Progress meetings
4. Monitoring of procedures and practice by the SEND governor
5. The school's Self-Evaluation Framework document
6. Regular meetings with parents and staff, both formal and informal.

## Roles and responsibilities

---

Provision for pupils with SEND is a matter for the school as a whole. The Academy Council, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

The Academy Council will ensure that:

1. The necessary provision is made for any pupil with SEND
2. All staff are aware of the need to identify and provide for pupils with SEND
  3. Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
  4. They have regard to the requirements of the Code of Practice 2014
  5. Parents are notified if the school decides to make SEND provision for their child
  6. They are fully informed about SEND issues, so that they can play a major part in the school self-review
  7. Appropriate staffing and funding arrangements, and oversee the school's work for SEND.

**The Headteacher** is responsible for:

1. The management of all aspects of the school's work, including provision for pupils with Special Educational Needs
2. Keeping the Academy Council informed about SEND issues
3. Working closely with the Assistant Headteacher: SEND, Inclusion and Safeguarding
4. The deployment of all special educational needs personnel within the school
5. Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

**The Assistant Headteacher: SEND, Inclusion and Safeguarding** is responsible for:

1. Overseeing the day to day operation of the school's SEND policy
2. Co-ordinating the provision for pupils with special educational needs and/or disability
3. Ensuring that an agreed, consistent approach is adopted
4. Liaising with and advising other school staff
5. Helping staff to identify pupils with special educational needs
6. Carrying out assessments and observations of pupils with specific learning problems
7. Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
8. Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
9. Liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents
10. Maintaining the school's SEND register and records
11. Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, tests and SATs
12. Contributing to the in-service training of staff
13. Liaising with the SENCos/Inclusion Managers in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
14. Taking part in SEND moderation

**Class teachers** are responsible for:

1. Providing high quality teaching for all children
2. Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
3. Regularly reviewing the impact of these adjustments, interventions and support
4. including pupils with SEND in the classroom, through providing an appropriately
5. A differentiated curriculum
6. Retaining responsibility for the child, including working with the child on a daily basis
7. Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
8. Directly liaising with parents of children with SEND

### **Storing and managing information**

---

Documents relating to pupils on the SEND register will be stored in locked cabinets in the school office. SEND records will be passed on to a child's next setting when he or she leaves Lime Academy Larkswood. The school has a Confidentiality Policy which applies to all written pupil records.

### **Complaints**

---

The school has a complaints procedure which can be found on the school website.