

LEASOWE PRIMARY SCHOOL

SEND and Inclusion Policy

SEND Coordinator: Mrs K. Tyler- Ross

Headteacher: Mrs C.Hill

SEND Governor: Mrs. S. Shaw



Policy reviewed April 2024.

Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England for Key Stage 1 and 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

The policy was created by the school's SENDCo, in liaison with the Headteacher and the School Governors. It is available for all staff and parents to read and is available to access on the school website.

The SENCo, Mrs K.Tyler- Ross, achieved the National Award for SEN (NASENCo award) in 2017 . She can be contacted via the school office (Telephone 0151 638 1126) or by emailing schooloffice@leasowe.wirral.sch.uk.

1. Definition

The SEND Code of Practice 0-25 (2014) defines special educational needs as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions."

As a school we acknowledge that every teacher is a teacher of every child or young person, including those with SEN or disabilities.

2. Aim

- i. The mission statement of our school is to strive to be an inclusive community who learn and grow together.
- ii. This mission statement applies to *all* our pupils, regardless of need or circumstance. We are therefore committed to giving all our children opportunities to fulfil their potential and to access a broad and worthwhile academic and social curriculum. We want all children to be happy in school regardless of ability, special educational need, disability or individual circumstances. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination and develop an environment where all children flourish and feel safe.

3. Objectives

We will strive to achieve our mission statement for all of our pupils through following objectives:

- i. By identifying, as early as possible, those children who have special educational needs, additional needs or disabilities
- ii. By taking into account all four areas of need when identifying children with SEN or disabilities, as described in the SEND Code of Practice 0-25 (2014). These areas of need are:
 - Cognition and Learning
 - Communication and Interaction
 - Social, emotional and mental health
 - Sensory and/or physical needs
- iii. By maintaining an up-to-date register of children with SEN or disabilities and ensuring that this register is a flexible document that takes into account pupils progress, as well as their difficulties
- iv. By monitoring the provision and resources put into place for pupils with SEN or disabilities and adjusting the provision accordingly.
- v. By providing a Special Educational Needs Coordinator (SENCO), who will work with the Headteacher and staff in the interest of those pupils with SEN and disabilities
- vi. By ensuring that all staff share responsibility for children with SEN and disabilities.
- vii. By providing support and advice for all staff working with pupils with SEN or disabilities
- viii. By involving and engaging with parents of pupils with SEN or disabilities

4. Identifying Special Educational Needs

- i. The SEND Code of Practice 0-25 (2014) describes SEN as falling into four broad categories of need. The four categories are:
 - Cognition and learning
 - Communication and interaction
 - Social, emotional and mental health
 - Sensory and/or physical needs
- ii. We understand that it is possible for a pupil's difficulties to lie in just one category, or for a pupil to have to have difficulties spanning multiple categories. Our purpose in identification is not to classify the need, but instead to understand it, to seek the correct help and support and to adjust provision accordingly.
- iii. The SEND Code of Practice 0-25 (2014) also states that:

“Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.”
- iv. We therefore do not base SEND identification on progress and attainment alone. While progress is monitored for all pupils in school, and can be an early indicator of difficulties, a graduated approach is taken to SEND identification and low attainment will not lead to a child being automatically registered as having SEN.
- v. Factors which may impact on progress and attainment but which are *not* considered SEND are:

- Attendance and punctuality
- Health and welfare
- English as Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

5. A Graduated Approach to SEND

- i. At Leasowe Primary School we aim to provide high quality teaching for all pupils in our care and we encourage class teachers to have high expectations for all. Pupil progress is regularly monitored by class teachers, as well as the SLT, SENDCo and Headteacher. This monitoring helps class teachers to pick up on any early signs that a child may be having difficulties and react accordingly. The first step in responding to pupils' difficulties in class is the adaptation of the high quality teaching provided to all.
- ii. In addition to this, teachers can support pupils' learning by working with pupils themselves, by arranging for teaching assistants to work with pupils, or by using and adapting available resources. Pupils receiving this additional support are not automatically registered as having SEND.
- iii. Once these measures are in place, and if, after an appropriate amount of time, the child continues to have difficulties, the class teacher or SENDCo may decide that the child would benefit from participation in an intervention group. These groups offer support for small groups of children who have similar needs and cover many areas of need, from spelling to social skills. Again, pupils receiving this additional support are not automatically registered as having SEND.
- iv. If pupils continue to have difficulties, or if at any point staff or parents have concerns that a pupil might have a special educational need, then this need will be investigated. Depending on the area of need, this could involve further testing and assessment in school, or seeking advice from other professionals.
- v. Outside agencies who may be involved at this stage include:
 - The outside Educational Psychologist
 - The local authority SEN advice and assessment team (SENAAT)
 - Speech and Language Service
 - Vision Support
 - School Nurse

Outside agencies are only involved after gaining consent through a discussion with parents.

- vi. Once a child is identified as having a special educational need they are placed on the school's SEN register. At this stage, if they are receiving high quality, adapted teaching in class, small-group support in class, access to intervention groups and/or a limited amount of 1:1 support then they are registered at the 'School Support' level.
- vii. Once a child is registered as 'School Support' a PCP is designed to help recognise what is important to that child in school and how we can best support them. This plan is created by the class teacher or SENDCo with the involvement of the child and any other relevant members of staff. The PCP is shared with parents and feedback is welcomed.
- viii. If a child has had a PCP and continues to need a very high level of support, this could lead to a request for the Local Authority to carry out a statutory assessment. This assessment is performed in collaboration with school, parents and any other outside agencies involved with the child. Following a

statutory assessment, if the Local Authority agrees that the child requires a very high level of individual support in order to make good progress, they may issue an Education Health Care Plan (EHCP). This plan will outline the support that the Local Authority agrees to provide, as well as the strategies and resources which should be put in place. This level of specific, individual support is for children with severe, complex and lifelong needs and is only pursued once other forms of intervention have been proved to be ineffective. At this point, pupils would be placed on the school SEN register at the 'EHCP' stage.

- ix. Alongside the SEND register, we also have a Medical register at Leasowe Primary School. This is to ensure that all staff are aware of the medical and health needs of all pupils in school. Pupils with more complex medical needs will have an Individual Health Plan drawn up by the SENDCo, in discussion with parents and any relevant health professionals. Through this plan we aim to set out the support and resources needed to ensure the child has the best chance to access a broad and balanced curriculum.

6. Managing Pupil's Needs on the Register

- i. The school SENDCo reviews and updates the SEND register at least once a term, following discussion with class teachers, the SLT and other relevant professionals.
- ii. The school SENDCo reviews and updates the Medical register at least once a term, following discussion with class teachers, parents and other relevant professionals.
- iii. PCP'S are drawn up for all pupils on the SEN register. These profiles detail what is important to the child and how best to support them in school. They are created by the class teacher, with help from the SENDCo, and are written with the input of the child. PCP's follow the child through school and are annotated or updated when appropriate.
- iv. Some pupils with more complex needs at the 'School Support' stage will have an Additional Support Plan. This is written collaboratively by the SENDCo and class teacher, with the input of parents and any other relevant professionals. Additional Support Plans are reviewed once a term.
- v. Pupils with an Educational Health Care Plan have their plans written by the EHCP Coordinator from the Local Authority, with input from the school, parents and any relevant professionals. EHCPs are reviewed annually, usually in school, and parents and other relevant professionals will be invited to the review meeting.
- vi. The SENDCo arranges and attends transition meetings with SENDCos from local secondary schools for pupils in Year 6 on the SEND register. Enhanced transition is arranged for those pupils who need it. This is discussed with class teachers and the Headteacher.

7. Criteria for Exiting the SEND Register

The criteria for exiting the SEND register depend greatly on the child's area of need. Generally, pupils will be removed from the register when they are making age-related expected progress in their identified area of need. Pupils may also be removed from the SEND register if they no longer need the additional support that they were receiving in school.

8. Supporting Pupils and Families

- i. At Leasowe Primary School we believe in working together with the parents or guardians of children with SEND in order to know the child better and provide the best support possible. If parents or guardians have any concerns or queries about the progress or provision in place for their child, they should first contact the child's class teacher. Following this, if the parent or guardian wants further advice or support they can arrange to meet the SENDCo if appropriate.
- ii. Should parents or guardians want further information about SEND in the local area, they should consult the Local Authority website www.localofferwirral.org or independent advice on SEND issues parents should contact WIRED (Wirral SEND partnership) via email at contact@wired.me.uk.

9. Supporting Pupils with Medical Conditions

- i. At Leasowe Primary School we recognise that pupils with medical conditions should be fully supported so that they have the best chance to access a broad and balanced curriculum. Alongside the SEND register, we have a Medical register which is displayed in the staff room and distributed to relevant staff members in order to ensure that all staff are aware of the medical and health needs of all pupils in school.
- ii. Pupils with more complex medical needs have an Individual Health Plan drawn up by the SENDCo, in discussion with parents and any relevant health professionals. This plan sets out the resources and provision needed to support the child in school. It is reviewed annually and is again distributed to relevant members of staff.
- iii. Some pupils with medical needs may also have special educational needs and may have an EHCP which brings together health and social care needs as well as special educational needs. In this case plans are written and reviewed at multi-disciplinary meetings, arranged by the local authority EHCP Coordinator.
- iv. For more short-term medical needs and the administration of medicine see the school's Medical and Medicines Policy.

10. Roles and Responsibilities

- i. The SENDCo at Leasowe Primary School is Mrs Kate Tyler-Ross. She achieved the National Award for SEN (NASENCo award) in 2017. Her responsibilities as SEND Coordinator include:
 - a) Reviewing, updating and implementing the SEND Policy
 - b) Maintaining and updating the SEND register
 - c) Coordinating provision for pupils with SEND
 - d) Maintaining records for pupils on the SEND register
 - e) Monitoring the review and target-setting cycle for pupils with SEND
 - f) Advising and supporting colleagues
 - g) Arranging relevant training for staff and colleagues
 - h) Liaising with outside agencies and relevant professionals

- i) Maintaining and updating the Medical register
 - j) Maintaining records for pupils with Medical needs
 - k) Arranging and attending transition meetings for pupils in Year 6 on the SEND register
- ii. The SEND Governor has a responsibility to meet with the SENDCo to monitor the provision for pupils with SEND. A report on SEND at Leasowe Primary School is also written and presented to the Governors annually by the SENDCo.
- iii. **At Leasowe Primary School we acknowledge that every teacher is a teacher of every child or young person, including those with SEN or disabilities. It is therefore the class teacher's responsibility to monitor and track the progress of all pupils that they teach.**

11. Reviewing the Policy

This policy will be reviewed once every two years. A review of the policy may be brought forward if changes in legislation or school practice make this necessary.

12. Accessibility

- i. Leasowe Primary School is a single storey building which is fully accessible for children with SEND. Our building and classrooms are light, our corridors are wide and clear, as are the entrance doors to the building. Every classroom has a fire exit and the grounds are safe and secure. There is a disabled toilet available in school, as well as a large medical room with bed and first aid equipment.
- ii. Accessibility arrangements for pupils with individual and specific needs are discussed and planned for at transition meetings, or in the case of a newly identified need, at the meeting arranged to draw up the child's plan (be it EHCP or Individual Health Plan).
- iii. The school's Accessibility Plan can be found on the school website.

13. Dealing with Complaints

- i. If a parent or guardian wishes to discuss their child's progress or has any concerns about progress or provision, they should first contact the child's teacher. If parents are unable to see their child's teacher at the beginning or end of the day, they should make contact through the school office.
- ii. Following this meeting, if a parent or guardian has further concerns, they can request a meeting with the SENDCo. With consent, other relevant professionals may be invited to attend this meeting.
- iii. For any further complaints or grievances, details for the School Governing Body are available from the school office. The school's Complaints Policy can be viewed via the school website.

15. Useful contacts/links:

Contact the SENDCo, Mrs Tyler-Ross, via the school office on 0151 638 1126 or by emailing schooloffice@leasowe.wirral.sch.uk

Visit the school website to view the SEND Information Report and other relevant policies.

Visit www.localofferwirral.org for more information about Local Authority services for SEND.