



LYTHAM CHURCH of ENGLAND PRIMARY SCHOOL



Special Educational Needs and Disability Policy

Our School Mission Statement “to inspire everyone in our school family to be the best they can be within our caring Christian community”, affirms our commitment to valuing the individuality of all our children. At Lytham Church of England Primary School, we aim to provide the highest standards of education within a caring and stimulating environment. We believe that a happy child is a successful one, so we work together to present a curriculum that is exciting, challenging and enjoyable. We are committed to ensuring that every child feels valued and to providing personalised learning and high quality teaching to enable everyone to achieve their potential. By working in close partnership with parents we endeavour to ensure that all our pupils have an excellent start to their education.

Children make progress at different rates and have different, preferred ways of learning. Teachers take account of this when they organise lessons and teach. At Lytham CE Primary School, we embrace the fact that every child is different and that their needs may be different too. The SEND Review (2022) is a response to the widespread recognition that the system is failing to deliver for children, young people and their families. At Lytham CE, we pride ourselves on early intervention and support at the earliest stage. If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs Karen Ready (SENCo) or Mrs Wooldridge (Headteacher) to discuss your concerns.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014) including amendments from April 2020
- Schools SEN Information Report Regulations (2014)
- SEND Review (2022)

This policy was created by the school’s SENCo, in liaison with governors, staff, parents and carers of pupils with special educational needs and disability.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. We aim to provide every child with a broad and balanced education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of every child.

- Create an environment in which all individuals are valued, show mutual respect for one another and where they are allowed to grow in self-esteem.
- Provide appropriate teaching which makes learning challenging, enjoyable and successful.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers, professionals and school staff are aware of the pupil's progress and the Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible. This enables staff to ensure that appropriate action is taken to support the child as soon as possible.
- Enable pupils with special educational needs to make the greatest progress possible and recognise, value and celebrate pupils' achievements no, matter how small.
- Work towards developing expertise across the school, in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Ensure that staff members seek to identify the needs of children with SEN as early as possible. This is most effectively done by, gathering information from parents, education, health and care services as well as early years' settings prior to the child's entry to the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENCo and Head-Teacher and will be carefully monitored and regularly reviewed in order to ensure that targets are being met and that all pupil's needs are being catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils needs cannot be met by the school alone. Some of these services include: Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Educational Psychologists, Paediatricians, Physiotherapists, Occupational Therapists, Specialist Teachers etc.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

The purpose of identification is to work out what action, if any, the school needs to take, not to simply fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child. This will include the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

Our school is committed to early identification, in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening, SATs or the use of PIVATS. Teachers will then consult the SENCo to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. This level of support is termed Monitoring support

If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing.

Where external agencies are involved, the SENCo will be responsible for liaising with those agencies. The SENCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCo will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS:

The teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them. A pupil passport will be created to bring all this information together which can then be shared where appropriate.

PLAN:

Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. An Individual Learning Plan (ILP) will be created identifying SMART targets for the pupil to work towards. This is shared with parents.

DO:

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations. Progress towards the targets in the ILP will be recorded in the pupils Individual Education Journal (IEJ).

REVIEW:

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly. A new ILP will be created where it is deemed necessary.

The school's Local Offer can be found on the school website: www.lytham.lancs.sch.uk

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils, is that which is required to meet the planned outcomes. The SENCo in collaboration with the Head-teacher and the Bursar, monitors the cost of provision made through provision mapping.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment of need from the Local Authority, which may lead to an Education, Health and Care Plan. Previously these were called Statements of Special Educational Need.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's Individual Learning Plan / Individual provision map
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information (where relevant)
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a statutory assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and child
- the school
- an Educational Psychologist
- health (Paediatricians, Speech and Language Therapy, Occupational Therapy, CAMHS etc)
- social care
- anyone else that parents/ carers request
- a specialist teacher if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The SENCo initiates the process of inviting relevant people to the meeting. This can include pupils, parents and others close to the child who pupils

and parents would like to attend. The relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. Reports are also provided from all parties which will inform the review meeting and are particularly important should they not be able to attend. The review will be child-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCo will record the outcomes of this review meeting and ensure that it is sent to the LA. Any changes to the Plan (or statement if not converted) will be made by the LA if necessary and the amended plan will be forwarded to parents and school to be agreed. Changes will then be finalised.

Criteria for exiting Special Educational Provision (SEP)

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Lancashire County Local Authority's Local Offer can be found at www.lancashire.gov.uk

This policy forms part of the school's SEN Information Report.

Lytham CE Primary School is committed to working closely with parents and a number of initiatives to develop closer working relationships are in place. Parents meet regularly with school staff and concerns and successes are shared. Many parents of SEND children have strong links with our Family Learning Mentor Mrs T Reams, who is often involved in supporting these children's social and emotional needs. Parents are made aware of the Information, Advice and Support Services (IASS), including the former Parent Partnership Service (now called SENDIASS), and are supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and SENCo. Parents are encouraged to be involved with target setting for Individual Learning Plans (ILPs). Some home activities may be provided. Parents and pupils are invited to target setting meetings and also to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carers. If support is required, the school nurse will be contacted. The child may then be referred for further assessment through his/her GP.

The PAS Officer may visit school if needed, to offer advice. If a teacher is concerned about the welfare of a child, they should consult the SENCo and/or Headteacher as Designated Safeguarding Lead.

Depending on the special educational needs of children different agencies may be involved e.g. Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, CAHMS, Specialist Teacher, the Traveller Service or support from the Coastal Collective.

The school's Safeguarding and Child Protection Lead is the Headteacher Mrs A Wooldridge. Mrs A Lumby and Mrs T Reams are the Deputy Safeguarding Leads.

The School's Child Protection Governor is Mrs Michelle O'Neill – Chair of Governors

Admissions

Pupils with special educational needs will be admitted to Lytham CE Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings and home visits where appropriate to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs.

In the case of a pupil joining the school from another school, Lytham CE Primary School will seek to ascertain from parents whether the child has any special education needs and will access records from the previous school as quickly as possible. If the school is alerted to the fact that a child may have a difficulty with, or barrier to, their learning, we will do our best to collect all relevant information and plan an individualised, differentiated curriculum as soon as possible.

The Admissions Policy is available on the school website – www.lytham.lancs.sch.uk

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCo will meet with the SENCo of the receiving school to discuss SEN records and the specific needs of individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

As a school, we recognise that pupils who attend with medical conditions should be appropriately and properly supported so that they have full access to education. This includes 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 special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP). This brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed and adhered to. Reference can also be made to the school's Medical Policy.

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress of all SEND children will be monitored and evaluated regularly and the SEND policy amended to reflect any changes to overall provision.

Training and resources

Governors will ensure that there is a suitably qualified SENCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Regular contact between class teachers and the SENCo is essential to ensure that needs are being met. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors also ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their Statements/EHCP and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and / or the SENCO.

The SENCo will keep abreast of current research and thinking on SEN matters.

The SENCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of SEND provision.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEN Governor (Rev Ann Wood), will support the Governors to fulfil their statutory obligations by ensuring:

- The SEN Governor meets regularly with the SENCo to discuss progress with SEN issues. Discussions may also be shared at the Curriculum Committee.
- A report is presented on a termly basis by the SENCo to the full governing body. This outlines the overall picture of SEND within school and progress with SEN issues. The effectiveness of the SEN Policy is also discussed and any significant changes to the Policy highlighted and reasons given to explain these changes.
- The SEN Policy is reviewed annually.
- The school prospectus and SEN information report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCo, the Special Needs Governors and Staff to ensure the effective day-to-day operation of the school's Special Educational Needs and Disability Policy. The Headteacher and the SENCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCo)

This responsibility is held by Mrs K Ready. The SENCo is responsible for:

- co-ordinating SEND provision for children.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs and / or disability
- liaising with parents of children with special educational needs
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that ILPs are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCo to formulate and review ILPs and IEJs.

Storing and managing information

The confidential nature of SEND information is fully recognised at Lytham CE Primary School. Hard copy files are stored in the SEND Cabinet in the SEND office, which is kept locked. Electronic files are stored with the SENCo.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in Autumn term 2025.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Lytham CE Primary School publishes its accessibility plans within its Local Offer and its Inclusion Policy. These can both be found on the website at www.lytham.lancs.sch.uk

Complaints

The complaint procedure for special educational needs, mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCo
- discuss the problem with the Headteacher
- More serious, on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors

Parents are informed about Information Advice and Support Services, including SENDIASS (formally known as Parent Partnership).

Bullying

Bullying is taken very seriously at Lytham CE Primary School. To view the school's policy on anti-bullying, see the school's website at www.lytham.lancs.sch.uk

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Lytham CE Primary School endeavour to generate a culture of support and care among pupils.

Compiled by Mrs R Gelder - SENCo (January 2019)

Updated by Mrs A Wooldridge - Headteacher (May 2022)

(February 2024)

Mrs K Ready – SENCo

(November 2024)