



Lodge Farm

Primary School

SEND Policy
Including the Policy on Disability Discrimination
(see also Health and Safety, Inclusion; Special
Educational Needs)

Last review: December 2017

To be reviewed: December 2018

Lodge Farm Primary School - Special Educational Needs (SEND) Policy

Introduction

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (SEN) 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 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

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

School Ethos

Pupils are at the heart of this school and its strong ethos is based on the very good care and concern for the wellbeing and high achievement of each one, and a respect for the contribution made by all members of the school community. Everybody matters.

We aim to encourage and develop:

- A secure, safe and happy environment for children and their families within our school
- An atmosphere which values achievement, celebrates success and places importance on learning in all areas of the curriculum
- A school where children can reflect, question and work together to learn
- A sense of self-discipline, and regard for others within the school and the wider community
- A sense of pride in our school, and a sense of respect for everyone working in it

Every teacher is a teacher of every child including those with SEND. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

The person responsible for overseeing the provision for children with SEND is Sue Padfield
Co-Headteacher, – Special Educational Needs Co-ordinator (SENDCo) who is also a member of the Senior Leadership Team (SLT)

The designated teachers responsible for Safeguarding are Helen Turner, Headteacher, and Sue Padfield Co-Headteacher.

The designated teacher responsible for managing Children who are Looked After is Helen Turner, Headteacher.

The member of the Governing Body responsible for overseeing Inclusion and SEND is Ruth Davies.

The members of staff responsible for meeting the medical needs of pupils are all trained Teaching Assistants.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 September 2014.

We aim to raise the aspirations and expectations of all pupils with SEND.

Objectives

Our school:

- Works within the guidance provided in the SEND Code of Practice 2014
- Identifies and provides for pupils who have SEND and additional needs
- Operates a 'whole pupil, whole school' approach to the management and provision of support for SEND
- Makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum
- Provides a focus on individual outcomes for children.
- Works with parents which include supporting them in understanding SEND procedures and practices and providing regular feedback on their child's progress and needs.
- Provides support, advice and training for all staff working with SEND

Identification

The SEND Code of practice clearly states four broad areas of need:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory/physical

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice children have needs which cut across all four areas.

We provide a graduated approach to SEND Support:

- High quality first teaching, differentiated for individual pupils who have or may have SEND in order to overcome all barriers to learning

- Termly pupil progress meetings to monitor achievement and progress including those at risk of underachievement
- Children at risk of underachievement are supported with specific targets that are recorded and monitored on our Gaps in Their Learning intervention record
- For children identified with a higher level of need, specialist assessments can be made and appropriate outcomes for the child are identified in partnership with parents and any relevant outside agencies through SEND Support. Progress is monitored through a cycle of ASSESS – PLAN – DO – REVIEW.
- Where a child has a higher level of need it may be appropriate for an Individual Learning Plan to be put in place and this to be reviewed termly in partnership with the parents
- A child identified with significant needs may be assessed for an Education, Health and Care plan (EHC plan)

We foster an atmosphere where children are encouraged to contribute to their own learning. Pupils are encouraged to express their feelings and opinions about their specific needs. We provide a safe environment for them to do this.

Managing pupils needs

Through the school's assessment and monitoring cycle pupil progress is regularly addressed in consultation with class teachers, SENDCo, SLT, parents and pupils. In addition to pupil progress meetings class teachers, support staff, SENDCo and Co-Headteacher meet to ensure provision reflects the current needs of each child. The SEND team regularly monitor the provision provided by the Individual Learning Plan through work scrutinises and behaviour analysis. The impact of the provision is also monitored over time.

The school records to support children with SEND include:

- Teachers' planning differentiated according to need
- Gaps in Their Learning intervention forms, (planned by teacher and delivered by teacher and/or support staff)
- Pupil progress meeting records
- SEND Support forms formulated in consultation with parents and child (if age appropriate)

The ASSESS – PLAN - DO - REVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. It enables class teachers and SENDCo to accurately implement next steps for each pupil.

If a child has lifelong or significant difficulties they may apply for an Educational Health Care Plan which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo/SLT
- Health Professionals
- And where appropriate Social Care

Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan.

Further information about EHC plans can be found via:
directory.hertsdirect.org

or by emailing Hertfordshire Special Educational Needs and Disabilities Information, Advice and Support Service at: sendiass@hertfordshire.gov.uk
or by contacting the above service on:
01992 555847

Training and Resources

The SEND Team aim to keep all staff up to date with training and developments in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses and network meetings then feeds back information to staff.

The SEND Team signpost SEND focused external training opportunities for staff. The SLT with the SENDCo ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

We are committed to whole school inclusion and will seek specialist SEND provision and training from SEND services where necessary.

Working in partnership with parents

Our school believes that a close working relationship with parents is vital in order to ensure;

- Early and accurate identification and assessment of SEND leading to appropriate intervention, provision and outcomes
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

We encourage an active partnership through an on-going dialogue with parents. We offer regular meetings to share the progress of children with SEND. Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings and annual reports.

Reviewing the Policy

The Co-Headteacher, SENDCo and SEND Governor will review this policy annually and consider any amendments in the light of the annual review findings. The SEND Governor will report the outcome of the review to the governing body.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities. The governing body is proactive in ensuring that provision for children with SEND is effective in supporting good progress and outcomes for the pupils. The SEND Governor has an oversight of the school's

provision for pupils with SEND and ensures that all governors are aware of SEND provision, including the deployment of funding, equipment and personnel.

Admission arrangements

Please refer to the information contained on our school website. The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC plans and those without.

Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEND and Disability Act 2001.

Dealing with complaints

Should there be a complaint about the school's SEND provision; the parent/guardian should speak to the class teacher in the first instance and/or the SENDCo. If not resolved, the matter should be discussed with the Headteacher. Please refer to our Complaints Policy.

Appendices

Information regarding our School Local Offer for Special Educational Needs and Disability (SEND) can be found on our website at:

<http://www.lodgefarm.herts.sch.uk/>

The Admission Policy and Accessibility Plan can also be found on our website.

Policy on Disability Discrimination

(see also Health and Safety, Inclusion; Special Educational Needs)

1 Introduction

1.1 We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

1.4 Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

2 What is disability?

2.1 The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3 Aims and objectives

3.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.

3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

4 Removing barriers

4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

5 The physical environment

5.1 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, and handrails where necessary.
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, sound systems in KS2 classes.
- Furniture, seats and footrests.
- information and communication technology, by selecting appropriate hardware and software.
- signage, by putting it in clear print.

6 The curriculum

6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.

6.3 Our library, reading books and other resources contain positive images of people with disabilities.

6.4 The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans and provision maps are effective and manageable.

6.6 We seek and respond to guidance from the parents/carers and the children.

7 Information

7.1 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

7.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

8 Staffing

8.1 When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

8.2 Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

8.3 All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

8.4 This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

9 Health and safety

9.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

9.2 The school has members of staff qualified in giving first-aid treatment, training each year in use of epi pens and the emergency services will be called, should they be required.

10 Policy into practice

10.1 The governing body is responsible for the school's duty not to discriminate.

10.2 A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

10.3 The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

10.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.

10.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11 Monitoring

11.1 We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

11.2 We monitor:

- admissions;
- attainment;

- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

11.3 Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

12 Monitoring and review

12.1 The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

12.2 The Headteacher implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

12.3 The Headteacher reports to governors annually on matters regarding disability discrimination.

12.4 This policy will be reviewed at any time on a request from the governors, or at least once every two years.

