

POLICY



SEN policy and Information Document

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**Chair of Governors: Neil Evans
Headteacher: Jan Holmes**

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1. Aims

Our SEN policy and information report aims to:

At Linaker Primary School we are committed to fulfilling our mission statement:

Together we Flourish and Grow

At Linaker Primary School, we do our best to ensure that every child with Special Educational Needs and Disabilities (SEND) receives the support they need to make progress and be part of an inclusive school life.

All children have access to a broad and balanced curriculum with high expectations set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible. All lessons take into account possible areas of difficulty so that any barriers to achievement are overcome, through adaptive high quality teaching.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

: This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO and Inclusion Manager is Mrs Pauline Clayton

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Children transitioning to high school will be offered an enhanced transition through extra visits with support if needed.

Children transitioning from Nurseries and preschool settings will be offered extra visits during school times and after school to familiarise themselves with the setting. They will be visited by their class teacher in their own setting.

At the end of each year children will change classes and teacher. This transition is managed through extra visits to the new class room and time spent with the new teacher. Teacher share information about the child through planned in school transition meetings.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching and adaptations our first step in responding to pupils who have SEN.

We will also provide the following interventions:

- Read Write Inc for reading and spelling
- Early Reading Programme
- Word Shark
- Non-verbal reasoning programme
- Active Literacy
- Schoolstart
- Time to Talk
- Memory Fix

- Additional adult support in class, outside of the class in small groups or on a 1:1 for timed sessions each week.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, use of ICT to support recording
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays and paper, visual timetables and using a larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing task boards.

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions such as Early Reading programme, Read Write Inc.Fresh start, Time to Talk and Becoming Socially Talented

Teaching assistants will support pupils on a 1:1 basis when a child with SEN needs a highly differentiated curriculum or an intervention needs to be delivered individually.

Teaching assistants will support pupils in small groups when the curriculum has had some modifications or the intervention can be run for a group.

We work with the following agencies to provide support for pupils with SEN:

- Educational Physiologist

- SENNIS Inclusion Consultants
- Social Communication team
- Occupational Therapy
- Speech and Language
- Physiotherapy
- Occupational Therapy

5.9 Expertise and training of staff

Our SENCO/ Inclusion manager has 8 years experience in this role and has worked as a teacher across the key stages

They are allocated 5 afternoon a week to manage Inclusion provision within school

We have a team of 10 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in developing an inclusive environment for ASD children

We use specialist staff for visually and hearing impaired and Mental Health and wellbeing.

5.10 Securing equipment and facilities

Extra equipment and facilities are secured through application of HNF from the education authority. This funding allows the school to purchase suitable or specialist equipment that a child may need after they have been assessed by an outside agency. The funding is a top up after the school has invested £6000 for the child.

Some specialist equipment is provided on loan from outside agencies such as Occupational therapy or Physiotherapy.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and SLT
- Using assessments such as NFER and B Squared to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6

All pupils are encouraged to take part in sports day/school plays and special workshops,

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all school clubs
- Pupils with SEN are included on the pastoral support register
- Access to the Pastoral team Vanessa Fletcher and Katie Hunter- Barnet

- Children are actively encouraged to seek out help if needed through using the Conversation Station at breaktimes and access to the Snug.

We have a zero tolerance approach to bullying.

This Policy should be read alongside the Child Protection Policy

5.14 Working with other agencies

The school works with a number of external agencies to seek advice, support and conduct progress reviews to ensure that the needs of the children are fully understood and met. These include:

- Sefton Special Educational Needs and Inclusion Service (SSENIIS)
- Educational Psychology Service
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Child and Adolescence Mental Health Service (CAMHS)
- School Nurse
- Paediatric Services

Working in partnership with external agencies provides the child, family and school with:

- Personalised care, education, pastoral or transition support plans.
- Strategies and equipment to ensure access to the curriculum and enhance progress.
- Diagnostic assessments, recommendations, action plans, advice and referrals to other agencies.
- Training for school staff.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Parents are advised to talk to the class teacher in the first instance.

The SENC/ Inclusion Manager can be contacted to discuss any issues parents may have regarding their child's progress or wellbeing.

The Headteacher and Deputy Headteacher can be contacted to discuss any issues parents may have regarding their child's progress or wellbeing.

If parents have a complaint, they should go to the policy section of the school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Educational Psychologist	Dr Stuart Duckworth
Inclusion Consultant	Sophie Walsh
School Nurse	
Occupational Therapy / Physiotherapy	

Paediatric services	Alder Hey Children's Hospital
Speech and Language Services	

5.17 Contact details for raising concerns

Parents and pupils who have concerns about SEN issues should first contact the class teacher who can raise the concern with the SENCO.

The school SENCO can be contacted through the school office via telephone or email.

SEN@linaker.org.uk

5.18 The local authority local offer

Our contribution to the local offer is available on the school website

Our local authority's local offer can be found at

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Manager, Mrs P Clayton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and values Policy
- Child Protection Policy