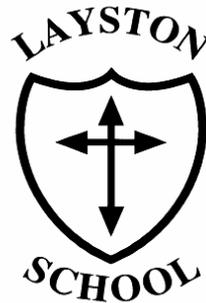




Layston C of E First School



Special Educational Needs & Disabilities (SEND) Policy

Written: Jan 2019
Reviewed: April 2020
Next review: April 2022

Policy Review

This policy will be reviewed in full by the Governing Body bi-annually.

The policy was last reviewed and agreed by the Governing Body in Spring Term 2020

It is due for review in Spring Term 2022 (up to 2 years from the above date) by the Governing Body.

Signature*A McMurrrough*.....

Date26.01.21.....

Head Teacher

Signature*M McGarry*.....

Date27.01.21.....

Chair of Governors



Purpose

Layston First School is an inclusive school. We believe that every pupil has individual and unique needs. However, some pupils require more support than others to access the curriculum and achieve the five outcomes of Every Child Matters (ECM). We acknowledge that a proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils will require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary issues. To help these pupils to achieve their full potential, we plan strategically to provide them with the best possible education. At Layston we provide all pupils with strategies for dealing with their needs in a supportive environment and give them meaningful access to the National Curriculum (NC) by breaking down barriers to learning.

Identification & assessment

At Layston pupils are identified as having 'special educational needs' if they have "significantly greater difficulty in learning than the majority of others of the same age," or have "a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age" (Code of Practice 2014). This means that the child's needs are "additional to or different from" (Code of Practice July 2014) what is provided for the majority of children of that age. This extra provision is planned across the school by the Special Educational Needs & Disabilities Co-ordinator (SENDCo). We take a graduated approach, starting with high quality teaching in the classroom delivered by the class teacher and supported by teaching assistants and a range of learning resources. We deploy teaching assistants and other adult helpers in a range of ways to promote independence and support resilience, curiosity, reflection and collaboration. We conduct all our teaching in an atmosphere of trust and respect for all.

When necessary we provide planned interventions in small groups or one-to-one. Enquiries about an individual child's progress should initially be addressed to the class teacher, who knows the child best. Other enquiries can be addressed to the SENDCo, Susie Betley, via the school office.

The progress of every child is monitored formally at termly pupil progress meetings. Where a child is identified as not making progress even with high quality class teaching, ideas on how best to support them are discussed with the SENDCo and senior leadership team (SLT). Class teachers are continually following the 'assess-plan-do-review' model, and we aim for effective and early identification of any barriers to learning. The SENDCo and class teacher will work together to identify causes and engage appropriate strategies to support the child with parental support and pupil involvement. This does not always mean that the children will be identified as having special educational needs, sometimes children's barriers to learning can be overcome relatively simply. If a child is under achieving it does not necessarily mean they have special educational needs. Parental requests relating to concerns over their child's learning are also taken seriously and will be investigated by the class teacher, and where necessary the SENDCo. Often concerns can be addressed at the level of good quality whole class teaching. If this is not the case, the child may be placed on the SEND register and referred for support through external professionals. The education of all children, including those with special educational needs is a collective responsibility.

Aims

We aim to:

- Encourage in every child a love of learning
- Enable every pupil to experience success and enjoy school
- Promote individual confidence and a positive attitude through a mutually supportive & nurturing environment and a culture of 'Growth Mindset'
- Identify and meet the needs of all our children maintaining a rigorous, consistent equality of opportunity and inclusion to all areas of the curriculum and school life
- Assess, record and regularly review pupils' progress and needs
- Facilitate effective communication and co-operation between all involved i.e. pupils, parents, teaching assistants, teachers and other education professionals
- Acknowledge the Special Educational Needs & Disabilities (SEND) of our pupils, and plan for, monitor those needs and employ strategies to remove barriers to learning
- Value and nurture the mental as well as physical health of both adults and children involved in school life.

The SEND Code of Practice 2014

- There are 4 broad categories of SEN:
 - communication & interaction (including those children with Speech & Language support and those on the autistic spectrum)
 - cognition & learning (including those children with specific learning difficulties such as dyslexia and dyscalculia)
 - social, emotional & mental health (including those with difficult or dangerous behaviours – See Behaviour and Discipline Policy)
 - physical & sensory
- Medical needs are listed on a separate register and children will only appear on the SEND register as well if their medical needs are likely to impact upon their learning due to significant absences or their needs mean they have "significantly greater difficulty in learning than the majority of others of the same age," or have "a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age" (Code of Practice 2014).
- A graduated response of three 'waves' is employed. All children start with 'Quality First Teaching' (QFT) which means good quality whole class teaching (Wave 1). For children whose needs are significantly different it may be necessary to plan and deliver small group work (Wave 2) or one-to-one work (Wave 3). All these children will be tracked closely by the class teacher, the SENDCo and SLT as well as any external professionals involved.

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- The Local Authority (LA) provides a 'local offer' stating what schools should be providing, and we in turn, provide an annual 'SEND Information Report' on our website which states what we as a school can provide, including an accessibility plan.
- We value participation with parents and pupils and a sense of collective responsibility between education, health and social care is key, as is early identification and inclusion.
- We co-operate with the LA for the review and implementation of EHCP.
- We ensure the SENDCo is a qualified teacher with appropriate qualifications.

Strategic Planning

Strategic planning is essential to effective and inclusive practice. Hertfordshire have provided a new SEND Benchmarking & Planning Tool as well as a SEND Toolkit.

The SENDCo develops the long-term vision and direction for growth and improvement in relation to SEND within the school. Everyone in the school needs to be aware of the vision and be committed to achieving it: every teacher is a teacher of a pupil with SEND.

The SENDCo provides a baseline assessment of the school's current position and practice using the SEND Benchmarking & Planning Tool and plans what needs to happen to improve SEND practice. This will form part of the school development plan (SDP). Early and effective identification is essential so the SENDCo needs to review monitoring and assessment procedures in school with the senior leadership team (SLT) and class teachers. Pupils' progress and achievement is reviewed formally on a termly and half termly basis, with informal assessments taking place daily within lessons. The SENDCo involves relevant external professionals to give the best advice and support for helping the pupil make good progress and break down their barriers to learning. The SEND Benchmarking & Planning Tool encourages review of the following 5 outcomes to ensure that the Code of Practice is being followed and that pupils' needs are met:

-Outcome 1: We expect schools and settings to provide high quality provision that meets the needs of children and young people with SEND

-Outcome 2: We expect schools and settings to improve short and long-term outcomes for children and young people with SEND

-Outcome 3: We expect schools and settings to communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership

-Outcome 4: We expect all schools and settings to manage resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money

-Outcome 5: We expect all schools and settings to work proactively and collaboratively to improve provision.

This serves as a self-evaluation tool which will provide evidence for Ofsted on achievement, provision and progress, quality of teaching, behaviour and safety of pupils and leadership and management.

Partnership with Parents & External Professionals

At Layston we strive for an 'open door' policy where we are always here, at an appropriate time of day, to listen to your concerns or questions. We pride ourselves on working extremely closely and effectively with a range of external professionals. Target setting, planning and referrals for

additional support or advice from external professionals will be done in consultation with the parent and, where appropriate, the child. Any concerns we have will be raised quickly with parents, either at a parent's meeting, or at an informal meeting to discuss a child's progress. A child will not be placed on the SEND register without the parent/s being aware and a conversation having taken place. Parent/s are usually the people who know their child best and so we will value the parent/s' views, as well as those of the child.

Resources & Provision

Layston School's provision map is attached as Appendix1.

Roles and Responsibilities

SENDCo

The school SENDCo is Mrs Susie Betley. She is a qualified and experienced teacher with an Advance Diploma in Education Studies, specialising in SEND.

The SENDCo will:

- Oversee the day-to-day operation of the school's SEND policy
- Ensure that an agreed, consistent approach is adopted
- Co-ordinate provision for children with special educational needs & disabilities
- Lead mental health policy and practice
- Support class teachers as necessary in devising strategies, writing SEND pupil plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND, as well as the effective use of materials and personnel in the classroom
- Assist in the monitoring and evaluation of progress of pupils with SEND using school assessment data, e.g. class-based assessments/records & end of year tests
- Assist the head in organising and overseeing the records of all children at the school with SEND (chronologies are kept on the staff server for each child on the SEND register documenting support, progress, interventions and external agency advice as well as any meetings that have taken place over the year)
- Review termly the provision map for all children with SEND
- Liaise with parents of children with SEND and encourage feedback
- Organise and contribute to the delivery of in-service training of staff on SEND issues
- Liaise with external agencies, in particular the Specific Learning Difficulties (SpLD) Base, the Educational Psychologist (EP) and Speech & Language Therapists (SALT)
- Make referrals to appropriate external professionals in consultation with parents and class teachers
- Promote partnership with parents and external professionals
- Keep the governors and head teacher informed of the progress of the SEND systems in school and provide an annual report
- Monitor pupil progress and achievement through data analysis, lesson observation, work scrutiny, and gathering the views of stakeholders.

Head Teacher:

The school head teacher is Mrs Adele McMurrrough. The head will:

- Ensure that the policy is implemented
- Support the SENDCo and SEND governor in their responsibilities
- Liaise with parents, pupils and outside agencies in conjunction with the SENDCo.

The Governing Body:

The SEND governor is Margaret Lawrence. The governing body will:

- Ensure SEND provision is an integral part of our School Development Plan (SDP)
- Ensure the SEND policy is reviewed regularly
- Ensure that pupils with SEND join our school activities alongside other pupils, as far as reasonably practical and compatible with the needs and the efficient education of other pupils
- Report annually to parents on the success of the school's policy for children with SEND via the School Profile
- Ensure the appointed SEND governor meets and liaises, on a termly basis, with the SENDCo
- Have regard to the requirements of the SEND Code of Practice (2014)
- Ensure children with SEND are admitted to the school in line with the LEA agreed admission policy
- Ensure they are fully informed about SEND issues, so that they can play a major part in school's development
- Ensure that the quality of SEND provision is regularly monitored.

Class Teacher

The class teachers will:

- Provide good quality whole class teaching
 - break down learning & activities into small chunks
 - plan effectively to remove barriers to learning, considering the effective use of concrete resources and TAs
 - pre-plan with the class TA so that they understand the needs of the pupils and the best methods for supporting the pupils
 - use a variety of pupil groupings
 - provide support for memory difficulties and new vocabulary
 - scaffold learning
 - provide alternative ways to written recording
 - link learning to pupils' own experiences
 - provide opportunities for reinforcing and transferring skills
- Plan to meet the needs of *all* children within their class

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- Ensure their classroom is accessible to all pupils as far as is possible
- Provide clear and consistent classroom rules and routines (using visual timetables and social stories if appropriate)
- Make the initial identification of children with SEND with the SENDCo
- Write and implement SEND pupil plans in consultation with the SENDCo and keep SEND chronologies up to date on the school system
- Review SEND pupil progress and targets with parents & pupils
- Work closely with support staff and oversee their work
- Be fully aware of the school's procedures for identifying, assessing and providing for pupils with SEND
- Ensure that MSAs are given any necessary information relating to the supervision of pupils with SEND at lunchtime and support them in relation to behaviour management and other issues for pupils.

Teaching Assistants:

TAs will:

- Liaise with class teachers, be aware of & support pupils in achieving their targets set on SEND plans and within lessons
- Encourage children to concentrate and complete tasks both individually and in groups in a positive and supportive environment, that focuses on increasing independence
- Where requested by class teachers and/or SENDCo, deliver programmes set by external professionals e.g. Speech & Language Therapist
- Feedback to class teachers daily on pupils they have worked alongside.

Admissions & Transition

The policy is in line with the common policy of Admissions Arrangements for all Hertfordshire Primary Schools. Current arrangements are explained in the documents 'Early Years' and 'Starting School'. Transition from nursery to Layston Reception is carefully integrated by the Reception teacher, who visits, where possible, all settings for children who will be joining. Any SEND information relating to new intakes will be passed on to the SENDCo. It would be helpful if parents of children with SEND who transfer mid-way through their school career could contact the SENDCo via the school office, prior to joining. For secondary transfer, into Year 5, the SENDCo has close links with both the SENDCos at Edwinstree and Ralph Sadleir Middle Schools and will liaise with these and other schools regarding pupil needs and the transfer of information.

Accessibility

The school has an Accessibility Plan available on the school website. We are situated in an old building on a hill so there are various flights of steps around the school making wheelchair access difficult, though we have had pupils in manual wheelchairs using the site after broken limbs. All steps inside have handrails. We have a disabled toilet and all our external doors have ramps up to

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them. Signs are posted around the school using Makaton pictures, and staff and children sign using Makaton around school.

Arrangements for monitoring and evaluation

The success of our SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the senior leadership team (SLT), SENDCo and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Value added data for pupils on the SEND register
- Termly monitoring of procedures and practice by the SEND governor
- The school development plan (SDP) which is used for planning and monitoring provision in the school
- Visits from School Improvement Partner (SIP) and Ofsted/SIAMS inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce SEND pupil plans and targets, revise provision and celebrate success, as well as an annual parental questionnaire.

Complaints Procedure

Complaints about the SEND procedures and implementation of the procedures should firstly be addressed to either the class teacher or SENDCo. If an issue is not resolved, then the complaint should be addressed to the head teacher and finally the governing body.

Explanation of Acronyms

ECM	Every Child Matters
EP	Educational Psychologist
HIP	Hertfordshire Improvement Partner
LA	Local Authority
MSA	Mid-day Supervisory Assistant
NG	Nurture Group
QFT	Quality First Teaching
SALT	Speech & Language Therapist
SEN/D	Special Educational Needs/ & Disabilities
SEN/DCo	Special Educational Needs/ & Disabilities Co-ordinator
SDP	School Development Plan
SpLD	Specific Learning Difficulties Base
SLT	Senior Leadership Team
TA	Teaching Assistant

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Appendix 1

Layston First School Provision Map 2020-21		
<p>These are the range of interventions currently available. No child will need all of these. In discussion with the SENDCo, the class teacher will decide which the most appropriate interventions to use are.</p>		
Wave 1- whole class	Wave 2 - group	Wave 3 - individual
<ul style="list-style-type: none"> ✓ Provide good quality whole class teaching (QFT) - break down learning & activities into small chunks - plan effectively to remove barriers to learning, considering the effective use of concrete resources and TAs - pre-plan with the class TA so that they understand the needs of the pupils and the best methods for supporting the pupils - use a variety of pupil groupings - provide support for memory difficulties and new vocabulary - scaffold learning - provide alternative ways to written recording (see SpLD resources) - link learning to pupils' own experiences - provide opportunities for reinforcing and transferring skills - clear, consistent classroom rules & routines -visual timetables 	<ul style="list-style-type: none"> ✓ Yr1 RWInc Phonic Booster ✓ Yr2 RWInc Phonic Booster ✓ PAT (Phonological Awareness Training) Y3&4 ✓ Yr3&4 High Five ✓ SALT programme ✓ Wellcomm screening & support ✓ SpLD Base programme of support ✓ Literacy Booster – alphabet arc, cut up sentences, writing scaffolds, sentence writing ✓ Lego Therapy ✓ Maths Booster ✓ 'Bucket' ASC intervention ✓ SMEH support – assertiveness, anger management ✓ Handwriting interventions RWI ✓ Precision Learning 	<ul style="list-style-type: none"> ✓ Write Words ✓ SALT programme ✓ Wellcomm screening & support ✓ Coloured overlays or reading rulers ✓ SpLD Base programme of support ✓ PAT (phonological Awareness Training) Y3&4 ✓ Home/school communication books ✓ Literacy Booster – alphabet arc, cut up sentences, writing scaffolds, sentence writing, Triple Take edit ✓ Maths Booster ✓ Physio/OT programme ✓ SMEH support – assertiveness, anger management, Circle of Friends ✓ Handwriting support ✓ Precision Learning <p style="color: red;">Due to Covid-19 Wave 3 interventions will be minimal as we prioritise children's social and emotional needs and the power of working together.</p>

COVID-19 APPENDIX

Parent Partnership

We will continue to work closely with parents and pupils in order to ensure that the impact of lockdown on pupils with SEND is minimised. We are committed to providing an inclusive education for all our children and prioritise parent partnership in order to enable this.

Transition

The sharing of transition information continues as normal (though remotely) between class teachers and settings. The EYFS teacher and SENDCo liaise closely with our feeder nurseries to ensure information about all pupils, especially those with SEND is shared in order for us to prepare for these pupils' needs and provide transition support (videos, booklets and social stories) for the pupils and their parents. The Y4 teacher and SENDCo pass on all SEND information to our feeder middle schools in the same way to ensure they are fully aware of all the pupils' needs prior to joining in September and that transition information is passed on to our Y4 pupils and parents. Class teachers within Layston continue to share information about all pupils for the next teacher, including pupils' strengths and areas for development, engagement with on line learning, learning styles and support needed.

Recovery Curriculum

In order to support children returning to school after a significant gap in their formal education we have prepared a Recovery Curriculum in line with national guidance. This will prioritise supporting children feeling safe and secure on returning to school and helping them to re-establish previous learning behaviours and basic skills.

The first half of the autumn term will be focused on Reset for Safety (establishing routine and structure) Recover for Wellbeing (re-building friendships and social interaction), and Rebuild for Learning (allowing opportunity and freedom to rediscover their love of learning).

The second half of the autumn term onwards will be about providing teaching and, where necessary group interventions, that support closing the gap on their learning.

EHCPs

Individuals with Education, Health & Care Plans will continue to be supported in order to meet their needs as much as possible, though this may look slightly different to what has been stated in their EHCP if government guidance restricts certain activities due to social distancing, closure of certain facilities (swimming pools, riding centres etc.) or further lock downs.

Home Learning

In the case of lock downs and limited/restricted schooling, Layston have phoned parents of pupils with SEND each week. Differentiated learning has been provided for pupils with SEND. Parents can request paper copies of the on-line learning and support with accessing IT. This will continue should we face another lock down.

Mental Health & Wellbeing

Pupils who are experiencing anxiety and other issues related to poor mental health during lock down and phased return have been supported through regular telephone calls from the Headteacher and Mental Health Lead. There is information on the school website to support Mental Health and Wellbeing and the Mental Health Lead can signpost parents to external professionals for additional support if needed.