



# Ladybridge Primary School

## Special Educational Needs and Disability Policy

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**Special Educational Needs and  
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**Reviewed:**

Annually

**Date Reviewed:**

20<sup>th</sup> February 2016

## Introduction

Under the Children and Families Act, schools are obliged to ensure that parents are fully informed about the provision that is being made for children and young people with Special Educational Needs and Disability (SEND). At Ladybridge, this information will be available in the form of the 'School Offer'. This Special Educational Needs and Disability Policy, along with the School Offer, will be reviewed annually and shared with all stakeholders.

## Rationale

The Governing Body and staff at Ladybridge Primary School are committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs and/or disabilities, have a common entitlement to a broad, balanced and accessible curriculum; and that they should be fully included in all aspects of school life.

We understand that many pupils (approximately 20%), at some time in their school career, may experience difficulties which affect their learning, and we recognise that the special needs of some children may be short-term, whilst other children may have difficulties that are more severe or complex, requiring continuous support. This policy describes the strategies employed in order to meet the needs of children identified as having special educational needs and/or disability.

## Definitions of Special Educational Needs and Disability (SEND)

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: have a significantly greater difficulty in learning than the majority of others of the same age; or 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.

## The Four Areas of Special Educational Need and Disability

### Communication and Interaction

Children and young people with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every children with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (*SEND Code of Practice 2014*)

### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (*SEN Code of Practice 2014*)

### Social, mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. (*SEN Code of Practice 2014*)

### Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age-related and can fluctuate over time. Many children with Hearing Impairment (HI), Vision Impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

### Objectives and Aims

#### Aim

Our aim is to ensure that children reach their potential, through access to an appropriately differentiated curriculum and resources that will help them to progress. As a school, we will ensure that children with special educational needs and/or disability receive their full entitlement in terms of a broad, balanced and differentiated curriculum. They will have every opportunity to develop their full potential in all areas of the curriculum. We will develop, in each child, a sense of worth that will encourage self-esteem.

#### Objectives

- To ensure the early identification of children with special educational needs.
- To identify and provide for children's individual needs (including SEND) through high quality provision.
- To develop and maintain partnerships between parents and school; and support the family of children with SEND.
- To develop and maintain partnerships between school and external support agencies.
- To share information and expertise in order to improve provision.
- To implement person-centred planning in order to ensure that each child receives their entitlement to a broad, balanced and accessible curriculum.
- To involve the child, where possible, in reviewing their SEND provision.
- To plan/budget for the maximum use of the school's resources to support children's individual needs.
- To work within the guidance provided in the SEND Code of Practice 2014.

### The Governing Body

Nicola Burgess and Christian DeGoede are the Governors responsible for SEND at Ladybridge. The Special Educational Needs and Disability Co-ordinator (SENCO) will liaise with the SEND Governors on a regular basis.

The Governing Body has a statutory duty towards pupils with SEND. They maintain an oversight of this policy and the school's approach to provision. They monitor the progress of SEND children, and establish the appropriate staffing and funding arrangements.

### Facilities

Our school building is accessible to all. Ramps and rails are appropriately positioned around the school to facilitate easy access for those with a disability. There is a purpose built disabled toilet for wheelchair users,

which also provides shower and changing facilities. **For more information, please see the school's 'Accessibility Plan'. The accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are required.**

Purpose-built rooms are available for intervention to provide some of the additional support that children may require. This support may be provided by school staff or outside agencies.

We make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

### **Admission Arrangements**

We welcome children with special educational needs at Ladybridge; and we are well-equipped to accommodate children with health and physical difficulties. Parents are invited to share information about their child before admission to enable the school to address their individual needs. If external agencies are already involved in supporting the child, they will be contacted to provide additional information so that the needs of the child can be met promptly. **Further information about admissions can be found in the school's prospectus.**

### **The Role of the SENCo (Special Educational Needs and Disability Co-ordinator)**

The SENCo will determine the strategic development of SEND policy and provision in the school. The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support pupils with SEND, including those who have EHC (Education and Health Care) plans. The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo will work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

**The SENCo will also:** liaise with and advise teachers; manage learning and support assistants; contribute to the in- service training of staff; liaise with parents/carers of children with SEND; liaise with outside agencies; maintain the school's SEND register and oversee records such as provision maps and individual SEND records; provide information about school's policies for identification, assessment and review of all pupils with SEND; organise and conduct annual reviews of statements and EHC plans; liaise with Governors responsible for SEND and inform the Governors on issues related to SEND.

### **Provision**

Parents will be informed of their child's inclusion on the SEND register and given the opportunity to discuss their child's needs with the class teacher and Special Educational Needs and Disability Co-ordinator. The class teacher should have clear guidelines and individual programmes for the children.

### **Strategies**

Staff development will be identified as part of appraisal to accommodate training for teachers and support staff. All strategies will be with due regard to the 'Code of Practice'.

- Regular liaison between the class teacher, SENCo and parents.
- Advice drawn from external agencies.
- Provision map provided by the class teacher.
- Targets to be specific, sharp and achievable.
- Planning and organisation to meet the needs of the child.
- Children supported within class, small group or individually.
- Consideration of teaching styles.

- Differentiated curriculum to ensure access to the whole curriculum by task, additional support or expected outcomes.
- SENCo to regularly monitor, assess and review arrangements to enhance children's progress.
- The IMPACT team are consulted regarding pupils who have autistic spectrum disorder.
- School works closely with the Educational Psychology IMPACT team to liaise with the SENCo and carry out individual assessments.
- Speech therapy support is given to some children.
- Physiotherapy and Occupational Therapy monitor and give therapy to children in school.
- Ladywood Outreach share the knowledge and expertise that their specialist staff have developed, in order to support our pupils who have a range of learning and communication difficulties
- The school liaises with Social Services, Educational Social workers, Paediatricians and teachers of children with sensory impairment.

## Identification of SEND

The foundation for identification of need is good inclusive high quality teaching differentiated for individual pupils. Differentiation of learning activities within the Early Years Foundation Stage and National Curriculum programmes of study should enable all staff to meet the particular learning requirements of the vast majority of their children and enable them to access teaching and learning opportunities.

Despite the Government setting out goals and expected levels of attainment at different stages of a child's education, there is always an acceptance and understanding that children will progress at different rates.

At all stages, children should only be identified as having special educational needs if, after careful planning and differentiation of the curriculum, schemes of work, pastoral support etc., expected progress/curriculum access continues to be unsatisfactory. Then additional and/or different provision in that educational setting needs to be made. Where it is determined that a child does have SEND, parents will be informed and the child will be added to the SEND register. **Identification of SEND will be through a graduated approach and the assess-plan-do-review process.** This four-part process is an ongoing cycle to enable the provision to be revised as the understanding of the needs of the pupil grows.

**Assess:** Analysis of the pupil's needs using ongoing formative and summative assessment and comparisons with peers and national data. Parental concerns will also be noted and taken into consideration.

**Plan:** Planning will involve consultation between the teacher and SENCo to agree the interventions and the support that is required. All adults working with the child will be informed of interventions, strategies and sought outcomes.

**Do:** Teachers will remain responsible for the day-to-day planning, teaching and learning. They will work closely with support staff to determine the impact of intervention and strategies.

**Review:** The child's progress will be reviewed regularly. Parents will be kept updated with regard to progress.

## Budget

An annual allocation for special needs will be identified from within the school's spending plan. The budget for special educational needs and disability has two elements: - staffing and material resources. Annually, the Special Educational Needs and Disability Co-ordinator provides information to the LA with regards to the number of pupils on the school's special needs register, some of whom generate funds for supporting pupils with special needs.

The SENCo is responsible for auditing resources and liaising with class teachers and subject co-ordinators. This ensures provision of appropriate resources for children with special needs to give them access to the

curriculum in a manner suited to their difficulties. Funding will be allocated to the curriculum areas when needed.

### **Record Keeping**

The school maintains a register of all children with SEND. Pupils' progress is reviewed termly. When a child on the SEND register moves to another school, records are passed on by the SENCo with other relevant information about the child. When Year 6 SEND pupils transfer to secondary school, records are passed to the SENCo of the secondary school.

### **Parental Support**

Parents' views and concerns are recognised and welcomed as valuable information when their child's needs are being assessed. They are valued partners in the educational process, involved in the procedure of assessment and monitoring. They are invited to discuss their child's progress on a regular basis.

### **Child Involvement**

The school endeavours to include children with special needs in all areas of the curriculum through appropriate differentiation, if necessary, and involve them in their own development as much as possible.

### **Arrangement for SEN In-Service Training**

All staff are kept up to date on current issues via staff meetings, training days and external courses offered by outside agencies.

### **Complaints Procedures**

Arrangements for considering complaints about special educational needs and disability provision within the school will be dealt with according to the Governing Body procedures. Complaints will be heard by the complaints committee (a parent governor, curriculum co-ordinator, and SEND Governor or nominees). Appeals against decisions concerning SEND complaints are heard by the remainder of the Governing Body not involved in the original decision.

### **Success Criteria**

The Head Teacher, SENCo, teachers, support staff and the Governing Body will monitor the success of the SEND policy by:-

- The SENCo reporting to the Head Teacher.
- The SENCo reporting to the Governing Body.
- Governors reporting annually to parents about the SEND policy, changes in the policy, LA consultations, funding and resources.
- Appraising the effectiveness of identification, assessment, monitoring and record keeping.
- Provision and use of external support services and agencies.
- Involving parents in implementing procedures.
- Using resources effectively.