



# Lickey End First School



## Special Educational Needs and/or Disabilities Policy

<b>Last Updated/Reviewed:</b>	09 March 2023
<b>Next Review:</b>	March 2024
<b>Adopted by the Governing Body on:</b>	29.04.2020
 <b>Signed:</b> R Davies  <i>Chair of Governors</i>	

<b>Linked Policies and Procedures:</b>
Equality Information and Objectives
SEND Information Report
LEFS Curriculum Approach

**Governor responsible for SEND:** Ms Rosie Critchlow

**Headteacher:** Mrs Michelle Hague

**SENDCO:** Miss Hannah Jackson

**SENDCo Qualifications:** National Award for Special Educational Needs Coordination (July 2019)

## Definition of SEND

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Children and Families Act 2014

Children have a learning difficulty if they:

- Have significantly greater difficulty than the majority of children of the same age.
- Have a disability that prevents, or hinders, them from making use of educational facilities of a kind that are generally provided for children of the same age in schools and within the area of the local educational authority.
- Are under compulsory school age and fall within the definitions above or would if special educational provision was not made for them. Children are not regarded as having a learning difficulty solely because the language that they speak is different from the language in which they are taught.

At Lickey End we follow the guidance in the [Special Educational Needs Code of Practice](#), published by the Department for Education and Department of Health (DfE & DoH, 2015).

We also take into account Worcestershire's Local Offer and 'The Graduated Response' [https://www.worcestershire.gov.uk/info/20536/education\\_schools\\_and\\_colleges\\_send\\_local\\_offer](https://www.worcestershire.gov.uk/info/20536/education_schools_and_colleges_send_local_offer) and [https://www.worcestershire.gov.uk/info/20842/graduated\\_response\\_send\\_support\\_in\\_education\\_provision](https://www.worcestershire.gov.uk/info/20842/graduated_response_send_support_in_education_provision) created by Worcestershire County Council. Both documents can be accessed by clicking on the hyperlinks above.

There are four broad 'areas of need' outlined in the SEN Code of Practice:

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

Many children's difficulties fall into one of the areas outlined, however, there are some children whose needs fall into two or more of these areas.

Area of Need	Difficulties
<p>Communication and Interaction</p>	<p>Children and young people may have a range of difficulties with speech and language, some of which resolve as a student develops. Children with speech and language needs can have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they may not understand and use social rules of communication.</p> <p>All children with SLCN (Speech, Language and Communication Needs) are different and their needs may change over a period of time. They may have difficulty with just one area of communication.</p> <p>Young people with Autistic Spectrum Disorder are likely to have particular difficulties with language, communication, abstract concepts and imagination which can impact on the way they are able to relate and communicate with others.</p>
<p>Cognition and Learning</p>	<p>Support for learning difficulties may be required when a young person is learning at a much slower pace than their peers, even with appropriate differentiation within the classroom.</p> <p>Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).</p> <p>Severe learning difficulties can be described as being when a child needs support in all areas of the curriculum. Profound and multiple learning difficulties are where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD) affects one or more specific aspects of learning. This includes a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</p>

<p>Social, Emotional and Mental Health Difficulties</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may have difficulties managing their relationships with other people. They may be withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that cannot be medically explained.</p> <p>This broad area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.</p>
<p>Sensory and/ or Physical Needs</p>	<p>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.</p> <p>Some difficulties can be age related and can fluctuate over time however other difficulties can be more long term. Many children suffer with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) and will require specialist support and/ or equipment to support their access to learning and the environment. Children with MSI have a combination of visual and hearing difficulties.</p> <p>Some children who have a physical disability require additional ongoing support and equipment to access the opportunities available to their peers. Not all children who have a physical disability are SEN.</p>

Under the new SEND Code of Practice (2015), behavioural difficulties do not necessarily mean that a child has a special educational need and therefore they would not automatically be placed onto the SEND register however school would always look at the needs of the child and look to identify what might be causing the behaviours as they may indicate an unmet need.

# Our School Vision

At Lickey End First School we provide an engaging school experience where children are confident partners in their own learning and embrace challenges. We aim for all pupils to leave as independent, inquisitive and resilient learners who can form lifelong friendships and become responsible, respectful young people and ready for the diverse world that they live in. Our curriculum is thought-provoking, inspiring and full of memorable moments.

## Roles and Responsibilities

### Role of the Headteacher- Mrs Michelle Hague

The Head Teacher is responsible for:

- Reporting to the governing body on issues arising from SEND provision within the school.
- Overseeing the work carried out by the SENDCo and Class Teachers.
- Ensuring that the SENDCo has sufficient time to carry out the roles and responsibilities of the job and provide the SENDCo with sufficient administration support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

### Role of SENDCo - Miss Hannah Jackson

The SENDCo is responsible for:

- Reporting to the governing body on issues arising from SEND provision within the school.
- Managing the annual review for children with an Education and Health Care Plan.
- Making applications for Education and Health Care Plans when necessary.
- Maintaining and updating the register for SEND pupils.
- Acting as the SENDCo for Lickey End First School.
- Publishing an annual SEND Information Report as stated in the Code of Conduct and taking account of the Local Offer from Worcestershire County Council.
- Supporting the school by writing the Accessibility Policy.
- Ensuring that, where the Local Authority has informed school about a child with SEND, their needs are made known to all who are likely to teach him or her.
- Informing the Head Teacher of training required for staff who are working with pupils with SEND.
- Ensuring that the teachers in the school are aware of the importance of identifying and providing for pupils who have SEND.
- Advising class teachers and assisting with identification and assessment.

- Using assessment data to monitor progress.
- Reporting to and liaising with the Head Teacher.

The SENDCo works closely with all staff in school, with parents and members of specialist support services. She is available to:

- Meet parents to discuss concerns about development or learning.
- Give advice to parents on issues relating to SEND.
- Assess the needs of individuals.
- Make referrals to relevant agencies.

## **The Role of Governors**

The Governing Body will:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Support and challenge the Head Teacher and Inclusion Leader with regards to SEND within the school.

## **The Role of the Class Teacher**

The Class Teacher is responsible for:

- Identifying children within the class with a special educational need and/or disabilities (SEND) and recording concerns.
- Planning appropriate differentiation and intervention to support children effectively.
- Creating a conducive learning environment for all pupils.
- Communicating with support staff about children's needs.
- Communicating with parents about their children's needs, actions taken in school and how they can support at home.
- Liaising with the SENDCo.
- Taking responsibility for demonstrating the impact of provision and pupil progress.

## **The Role of Teaching Assistants**

Classroom Assistants are responsible for:

- The day to day management of SEND procedures.
- Working closely with parents of children with SEND to review progress.
- Liaising with outside agencies as appropriate.
- Identifying appropriate resources for use throughout the school.

# Ordinarily Available

We recognise that all children, regardless of any SEND, may need some support in their learning throughout their time at school whether it is for a short period of time or a longer term. In order to cater for these needs we have resources and practices that are 'ordinarily available' to all children to support them with their learning. These include:

- A broad and balanced curriculum.
- A curriculum that is planned to meet the needs of all learners.
- Quality First Teaching
- Carefully pitched work at a level appropriate to the child
- Effective and consistent visual prompts across the school to support learning and behaviour
- Support from skilled classroom assistants when appropriate
- Carefully planned and monitored intervention programs
- Consistent use of a whole school behaviour system
- Visual timetables
- Resources accessible for use i.e. writing slopes, wobble cushions, concrete apparatus for mathematics
- All children can access a range of clubs
- Personalised behaviour systems (where necessary)
- Task management boards
- Universal free school meals
- School ethos and curriculum supporting mental well-being and growth mindset
- Access to water throughout the school day
- Forest School sessions
- Working walls for Maths and English
- Phonics Programme daily across the school
- Daily Arithmetic
- Teaching day operating from 8:55 to 15:00
- All teachers have been trained in teaching listening skills by the Speech and Language Team
- All teaching staff have completed identification of SLCN needs
- Wellcomm screens all pupils from Reception through to Year 4 for SLCN.

## Identifying pupils with SEND

Sometimes children are identified as having SEND before they start at Lickey End. Where possible and necessary, the SENDCo will also visit or phone nursery staff to collect additional information. Any difficulties children may be experiencing and strategies that are effective in supporting them are shared ready for a good transition into school. If any external agencies have been involved, such as Speech and Language, staff will alert the school so that continued support and advice can be sustained when the child starts in Reception.

All children's attainment and achievement are monitored by their teacher who is required to provide high quality teaching and learning opportunities, matched for individual children. Regular assessments are carried out by the class teacher in a variety of ways i.e. observations, learning assessments, behaviour monitoring etc. and are discussed at the termly pupil progress meetings with the teacher and Senior Leadership Team. Where a child is making inadequate progress or is falling behind their peers, additional support will be identified and provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the child's previous rate of progress;
- Close the attainment gap between the child and their peers;
- Prevent the attainment gap growing wider.

Where children continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs and/or Disabilities Coordinator (SENDCo) to assess whether a child has a significant learning difficulty and to agree appropriate support.

As soon as a class teacher raises a concern regarding a child, contact will be made with the parents. This provides the opportunity to discuss similarities and differences between behaviours in school and at home and make sure everybody is informed about the child.

In some cases, it may be appropriate and necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This would always be after discussion and consent with the child's parents.

Once staff have demonstrated that they have tried an intervention without it being a success, the SENDCo can carry out an observation and meet with the Class Teacher to suggest other interventions and strategies. At this point the child will have an Provision Map (IPM) which will detail their targets and interventions that are in place for them. Parents are invited in to discuss and share targets and at this point a child is usually placed on the SEND register. We encourage parents to also be involved with their child's education and support the targets that have been set at home as well as in school.



# Assessment and Review

We follow a four-part cycle, known as the 'Graduated Response', to identify and respond to SEND.

## 1. Assess Needs

The child will be assessed thoroughly to identify the key area of need and 'next steps' targets will be produced.

A clear analysis of a pupil's needs is made alongside the SENDCo. This will draw on information from assessment data, experiences of the pupil, their previous progress, attainment and behaviour. Parents are consulted about any concerns about their progress or needs and we take the pupil's own views into account too. Depending on the area of concern, occasionally the SENDCo will use assessment resources, such as those offered by GL Assessments, to give more detailed and further information around an area of concern. Sometimes we will also involve outside agencies to offer relevant advice or support, especially where health services are already involved with a child, however this is always done with parental consent. Class Teachers, the Senior Leadership Team and SENDCo monitor and review the progress and development of all children.

## 2. Plan

Where progress gives cause for concern, we work with parents in partnership to develop a plan to ensure that the child with SEN or disability receives the right levels of support for their future learning and development. Extra support would be put in place and an Individual Provision Map (IPM) may be written, outlining the targets and support. Sometimes a child will be part of a group and will work towards achieving these targets with an adult.

## 3. Do

This graduated response should be led and coordinated by the SENDCo, working with and supporting colleagues. Parents and carers should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and carers and also reviewed with them.

## **4. Review**

The effectiveness of the support and the impact on the pupil's progress is reviewed in line with an agreed date. At Lickey End First School we review Individual Provision Maps (IPMs) at least termly, however they are often reviewed more frequently than that. These are shared with parents in a meeting once a term and where targets change more frequently than that, they are reviewed and posted to parents to keep them informed.

The above is in addition to the school's procedures for assessment which are also used to assess children with SEND, such as teacher assessments, DfE tests etc.

If a child requires ongoing additional support which cannot be targeted through group provision then an Individual Provision map (IPM) or Pastoral Support Plan (PSP) may be written. This will detail the specific individual targets that the child is working towards and strategies that are being used to support the child towards achieving these targets. These are reviewed at least half termly by the class teacher, SENDCo and with parents.

If, after receiving all of the provision described above, the child continues to not make progress and his/ her needs are very significant and complex, the school can request that Worcestershire Local Authority (Worcester Children's First) carry out an Education and Health Care assessment. If the Local Authority agrees that the child meets the criteria, an Education, Health and Care Plan (EHCP) will be written by them.

## **Provision Mapping**

Following assessments and discussion at pupil progress meetings, provision is put in place for all children who have been identified as needing intervention. It is important to note that pupils who do not have SEND can receive additional intervention as well. The school has three different levels of provision maps in place to help organise, monitor and evaluate the intervention and to monitor impact.

### **Whole School Provision Map**

All children who receive additional intervention (group or individual) form part of a whole school provision map. Class Teachers alongside the SENDCo and Senior Leadership Team are responsible for recording and assessing the overall effectiveness of the school's intervention.

## **Group Provision Maps**

Class teachers are responsible for planning, monitoring and assessing group or individual intervention where they identify clear baseline information and set SMART exit criteria. These form group provision maps. Teaching assistants generally deliver these group interventions and the class teachers should liaise with the teaching assistant regarding progress and attainment regularly and adapt planning and provision accordingly to ensure all interventions are successful. Class teachers are responsible for the effectiveness of group and individual intervention. Class teachers provide the SENDCo with evaluated group and individual maps at least termly which then informs the whole school provision map.

## **Individual Provision Maps**

If a child needs specific, individual targets, these form an individual provision map. These are reviewed a minimum of termly by the class teacher and parents. It is usually only children with SEND who may have an individual provision map.

## **Curriculum**

Our LEFS curriculum approach defines how every child's unique needs are met. This includes tailoring curriculum plans, resources and teaching techniques to ensure that children with SEND receive the very best educational programme. This includes the selection of high quality English texts and ensuring SEND is inclusively represented in all materials. All children within the school, irrelevant of individual needs, will have access to the curriculum at a level that is appropriate to them. As part of quality first teaching, tasks, resources and support are carefully differentiated to support and extend children's learning.

## **Equality and Inclusion**

Lickey End First School supports children with a wide range of SEND and regularly reviews and evaluates the breadth and impact of the support we can offer and access.

The school adheres with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer. We collaborate with other local schools, attend SENDCo Network meetings, run by Worcester Children's First and Chadsgrove Alliance, and explore how different needs can be met most effectively.

The school always considers the impact of significant decisions on particular groups. We have a duty under the Equality Act 2010 towards individual disabled children and

parents and make reasonable adjustments to prevent them from being put at a substantial disadvantage.

The school is fully committed to ensure that all children, regardless of their needs, are fully involved in the wider life of the school. All children have access to the following:

- After school extracurricular clubs
- Educational visits and visitors
- A variety of different assemblies
- Performing in plays, celebrations and whole school assemblies
- Interschool sport competitions and festivals
- Swimming in Year 3
- Residential to Malvern in Year 4

## **Partnership with Parents and Carers**

At Lickey End First School we work hard to promote our parent partnership and are committed to ensuring that they are key informed about all areas of their child's school life.

Parents and carers are kept fully informed of any concern that their child's class teacher may have and are informed of additional support that their child is receiving in the classroom or in small intervention groups.

If the needs of the child require school to request external support, parental permission must be sought before the referral is made. The agencies will then share their findings with parents and there will usually be an opportunity for parents to meet the professional that has been involved with their child. Parents are informed if their child is going to be included on the SEND Register. They will be invited to attend reviews and any further meetings. Likewise, parents are informed if the school and outside agencies feel the child no longer needs to be included on the SEND register.

Parents of pupils with SEND are offered provision map meetings in addition to parents evenings the child's class teacher and the SENDCo may attend if deemed necessary. Where some meetings are alongside parents evenings, double length appointments are provided. Prior to these consultations the class teacher may discuss the child, their needs and provision at more depth with the SENDCo in order to plan appropriate provision and targets for the child.

When a pupil has an EHCP, parents, class teacher, SENDCo and all agencies involved with the child are invited to meet to review the support the EHCP outlines and how a pupil is working towards meeting the outcomes outlined in the EHCP at least once a

year. Parents, pupils and all linked professionals may make suggestions for amendments for the EHCP and two weeks prior to the meeting, all paperwork and reports are circulated to parents and all attendees. These meetings are a statutory obligation and must take place annually.

Amendments are made to the EHCP by the SENDCo within two weeks after the meeting and circulated to all attending parties and the Local Authority. The Local Authority has four weeks from the date of the meeting in order to make a decision to approve and change the agreed amendments or cease the EHCP.

Parents may also be advised to contact the Independent Provider of Special Education Advice (IPSEA) and information can be found at: <https://www.ipsea.org.uk/contact-ipsea> or alternatively, advice can be sought at Special Educational Needs and Disabilities Advice and Support Service (SENDIASS) at [http://www.worcestershire.gov.uk/info/20417/special\\_educational\\_needs\\_and\\_disabilities\\_information\\_advice\\_and\\_support\\_service](http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service). This offers further impartial advice and information out of school.

In addition to the above, Lickey End has an open-door policy and parents are welcome to book to have additional discussions with the class teacher and SENDCo.

In addition to these meetings, the SENDCo runs a Forum for parents with pupils of SEND, although any parent is welcome to attend. During these meetings parents can give feedback around the school's SEND Information Report, provision at Lickey End is shared, ideas from parents are welcomed and visits from professionals are arranged. These meetings do not have a fixed plan as feedback from parents plans ongoing meetings.

## Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. These include:

- Educational Psychology
- Speech and Language Therapy
- Learning Support Team
- Complex Communication Disorder Team
- Occupational Therapy (via referral)
- Family Support Worker (through Early Help)
- Visual Impairment Team
- Teacher of The Deaf (Hearing Impairment Team)

- Virtual School (for Looked After Children)
- Reach 4 Wellbeing
- CAMHS and CAMHS Cast
- Physiotherapy (via referral)
- Community Paediatricians (via referral)
- School Nurse

## Transition

In order to ensure a successful transition at all stages of their educational journey, the school have the following procedures in place for children with SEND:

- Nursery visits for pre- school children with additional needs from the SENDCo;
- Phased start to school;
- Additional transition visits for preschool children and for identified pupils in each year group;
- New intake parents meeting with the SENDCo in attendance;
- Additional visits for Year 4 children who are transitioning to middle school, accompanied by a familiar adult;
- Lickey End SENDCo meets with middle school SENDCo and discusses extra transition needs for some pupils
- Split placements for children requiring a phased move to a non- mainstream setting;
- Thorough transition plan for any pupil moving to a specialist setting.

## Training and Resources

### Allocation of resources

- Resources are allocated accordingly to support children with identified needs.
- The Headteacher and SENDCo plan how to allocate human resources to each class each year; this is reviewed regularly and can change during the academic year, responding to the changing needs within the classes. This support may take the form of differentiated work in class, support from a teaching assistant in focused intervention in groups or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

## **Continuing Professional Development (CPD) in relation to SEND**

- The Headteacher provides a program of CPD each year with a focus on further developing quality first teaching for all staff members. This is delivered through teacher training days and twilight sessions. Some of the training that takes place may be done in collaboration with local schools if the needs match and the training can be shared.
- Opportunities to attend external training
- The SENDCo provides CPD to staff in school in specific aspects of meeting the needs of pupils with SEND and routinely will lead within staff meetings.
- Teaching Assistants are engaged in ongoing training whereby their role is developed. This takes the form of external training and attending training on TED Days.
- External providers of training are brought in periodically to address more specialist training needs such as to train staff in more specialist interventions (e.g. signalong).
- Peer support and guidance is available daily for all staff in school.

## **Funding**

Funding for SEND in mainstream schools is mainly delegated within the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater cost, the school can make a request to the Local Authority for enhanced funding.

The school must be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. The additional funding is then paid from the Local Authority into the school's budget. The SENDCo holds all records of how Lickey End's notional budget has been allocated across the school.

When a pupil has additional funding allocated through the EHCP process, a decision for how to spend it is largely identified by the provision within the plan. In these cases, allocation of provision and resources are made on a case by case basis. Some EHCPs do not have additional funding attached to it and in these cases the school's £6,000 notional budget should be used to support the pupil.

# Evaluation of SEND Provision at Lickey End

The Governor with responsibility for SEND meets with the SENDCo at least once a term in order to monitor the provision for all pupils and make sure the policy is applied in practice. The SENDCo also regularly assesses and reports to Governors on the progress and attainment of pupils with SEND.

*This policy was developed in consultation with parents/carers, staff and governors of the school and pays due regard to:*

- *The SEND Code of Practice: 0 to 25 years (2015)*
- *Worcestershire Graduated Response*
- *Worcestershire Ordinarily Available*
- *Equality Act 2010*
- *Part 3 of the Children and Families Act 2014 and associated regulations*