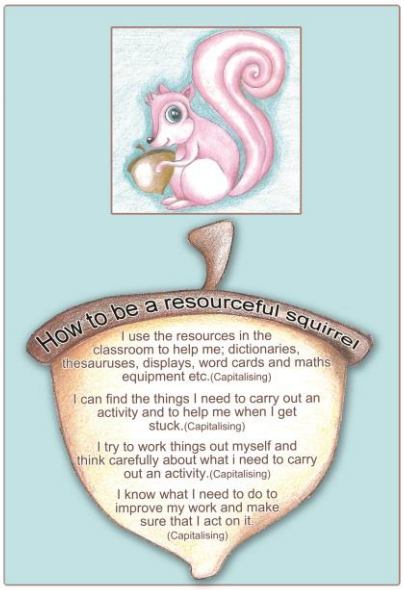
Ladygrove Primary School and Nursery

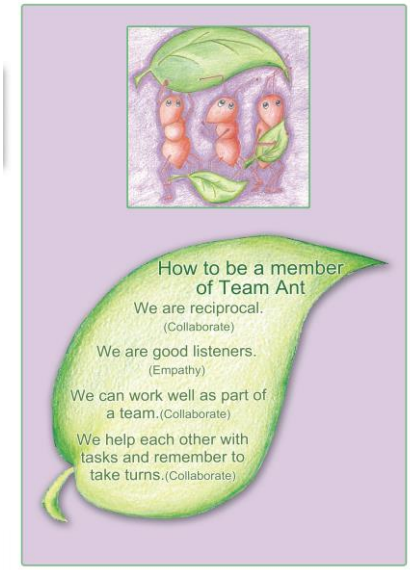
Special Educational Needs and Disabilities (SEND) Policy 2020-2021

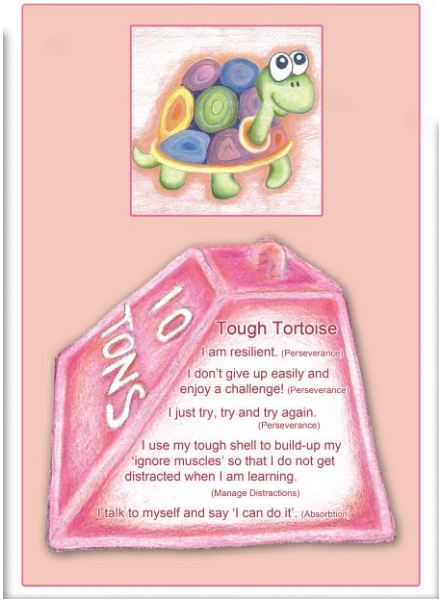
Written in collaboration with other stakeholders including; SENCO: Allison Skelton, SEND Governor: Chris Bretell and Headteacher: Joanne Weichlbauer:

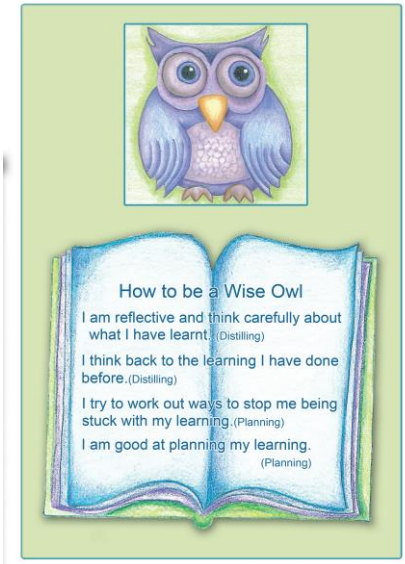
Written November 2020
To be reviewed and updated: November 2021

Vision and Aims:
At Ladygrove we aim to develop children who are resilient and independent learners using our Ladygrove Learning Animals









We teach our children the importance of our school motto which "Everyday counts every minute matters."

Ladygrove Primary School and Nursery
Special Educational Needs Policy
Access for all…

At Ladygrove Primary School and Nursery we follow the guidelines set out in the 2015 Code for Special Educational Needs: for 0 to 25 years. The key elements of the statutory framework in Part 3 of the Children and Families Bill reflect the principles below:

- Involving children, parents and young people in decision making.
- Identifying children and young people's needs.
- Greater choice and control for parents and young people over their support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Supporting successful preparation for adulthood.

Definition of Special Educational Needs and Disabilities

In accordance with the 2015 Code of Practice, we believe that children have a Special Educational Need or Disability if they:

"Have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has 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 in mainstream schools or mainstream post-16 institutions.

Children with SEND are classified into 4 broad areas of need. There are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical (SP)

We ensure that children in our care are not regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. In keeping with Equal Opportunities guidance we ensure that children are not disadvantaged for any reason, because of their race, gender, nature of need or socio-economic background.
(Please refer to Equal Opportunities, Gender Equality and Race Equality policy for further information.)

The main areas this policy will cover are:

1) **Management of Special Educational Needs and Disabilities within the school and nursery**
   Working in partnership with:
   Parents
   Children
   Governors
   Outside Agencies

2) **The School's Admission and Inclusion Arrangements**
   Admissions Policy
   Admission to "The Rainbow Room"
   Transition Arrangements
   Transfer from Nursery to Primary
   Transfer from Primary to Secondary
   Transfer to a Specialist provision

3) **Access and Special Provision**
   Access Needs & Disability Discrimination Act
   Mental Health
   Children in Care

4) **Identification, Assessment and Review**

5) **Record Keeping**
   Central Records

6) **Intervention Programs that are available within school**

7) **Complaints Procedure**

8) **Resource / Budget Allocation**

9) **Resources**

10) **Policy Review / Self Evaluation**
    Success Criteria

11) **Staffing and Responsibilities**
    SENDCO
    Headteacher
    Governor
    Class teacher
    Teaching Assistant team
    Inclusion and Wellbeing Manager
    CPD Opportunities for Staff
    Specialist Staff

12) **References/ Compliance**

Section 1
Management of Special Educational Needs and Disabilities within the school and nursery

The management of Special Educational Needs and Disabilities at Ladygrove Primary School and Nursery is the responsibility of the Special Needs and Disabilities Coordinator, Mrs Allison Skelton. The named governor with responsibility for SEND is Mrs. Chris Brettell. They work in partnership with class teachers, teaching assistants, nursery assistants, the school's Inclusion and Wellbeing Manager, the pastoral team, and parents to provide thorough and meaningful support, which provides SEND children with the best opportunities possible to make good progress.

Working in Partnership
Parents

We believe that the parents of children with SEND play an essential role in supporting their children's progress in and out of both school and nursery. We encourage an ongoing dialogue with parents. As a result of this, the school and nursery work hard to ensure strong links with parents. The school's Inclusion and Wellbeing Manager Mrs Angie Atkinson (Tel: 01952 388370) is always available before and after school to talk to, should parents have any queries or concerns. The SENDCO also runs termly information sessions, which all parents of children with SEND are invited to by letter. Further appointments can be made with the SENDCO as required by contacting the school. Class teachers are also always available both before and after school. In the Nursery the key person system promotes good communication and regular contact with parents on arrival and at the end of the session, the Nursery teacher Miss Ruth Morgan (Tel: 01952 388370) is available to support any queries. If they are unable to answer questions directly, parents may consult with the SENDCO or Inclusion and Wellbeing Manager or EYFS Manager. We regularly share children's targets with parents/ carers through parents' consultation meetings and offer advice on supporting their children's learning at home. Feedback on provision for children with SEND is also welcomed on our termly parent questionnaires, which are handed out at parents' evenings.

Children

At Ladygrove we encourage the children in our care to be independent learners and to develop a "can do", resilient attitude. We use our Ladygrove Learning Animals to do this. We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school and nursery, SEND children included.

The school has a well-established School Council. Every class in school nominates a girl and a boy to be on the School Council. As this is nominated by peers, it is completely non-discriminatory and open to everyone. School Parliament meet with a member of our Senior Leadership team every week to discuss school issues and also run assemblies, with the help of a member of staff.

The main school body is also given the opportunity to voice their opinion on the way the school is run every term. The Maths and Literacy coordinators carry out pupil voice surveys with the children on what they think is good and needs improving about in the way we teach these subjects.

In addition, the school's pastoral team play a key role in ensuring that the pupil voice is heard. Children can visit the Rainbow Room at any time of day to air their concerns or just for a chat! Each classroom has a "Worry Box" in which children can leave notes. The most recent addition to the pastoral team is Buddy Bear. Buddy is frequently seen around school and likes to ensure children are happy. If children find it difficult to talk to someone directly, Buddy also has his own email address which children can use to contact her on and Buddy will reply as quickly as possible with advice.

Governors

Our link governor Mrs Chris Bretell (Tel: 01952 388370) takes an active role in SEND and its development. She regularly visits school and nursery; spending time in classrooms working alongside SEND children, tracking children and discussing practice with the SEND team.

The Governing Body is also kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the Headteacher, SENDCO and Link Governor at Committee and Full Governing Body meeting.

- The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.
- The Governing Body are invited to observe the intervention programmes in place for children with SEND.
- The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.

- The Governing Body reviews and monitors the school and nursery's SEND policy.

Outside Agencies

At Ladygrove we work in partnership with outside agencies to provide effective interventions for children. These agencies include:

- Educational Psychology
- Behaviour Support Service
- Learning Support Advisory Teacher
- Speech and Language Services
- Sensory Impairment Service
- School Nurse
- Education Welfare Officer
- Occupational Therapy
- Princess Royal Hospital Outreach Team
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service
- Haughton Outreach
- The Linden Centre
- Mentor Link
- Relateen
- Early Years Advisory Teachers / Early Years Consultants
- Specialist Leaders of Education provided via The Severn Teaching School

Section 2
The School's Admission and Inclusion Arrangements

Admissions Policy

Telford and Wrekin is the admissions authority for Ladygrove Primary School and all maintained schools follow standardised procedures for admissions.

Children with Education, Health and Care Plans (EHCPs) are placed by the LEA, with every effort made to take account of the wishes of parents and pupils.

When children join Ladygrove Primary School and Nursery we liaise with parents / carers and previous settings to create a clear picture of children's needs.

- The admission arrangements for those pupils with Special Educational Needs but without a statement/ EHCP are the same as for all pupils. Pupils who have a statement of Special Educational Needs/ EHCP are placed by Telford & Wrekin LA, who make every effort to comply with parental preferences.
- If a child wishes to transfer to Ladygrove following exclusion from another school or due to a difficulty relating to SEND, then the Governors must be informed of the details behind the case and reasoning for the potential move. Governors may then need to spend time looking at the capacity of our school to support the child. They will then need to agree to the process taking place before the child is offered a place at the school.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. This will usually mean that the child is fully integrated into the class unless this would be incompatible with the efficient education of other children. In these circumstances extraordinary arrangements might need to be considered.
- All children with Special Educational Needs and Disabilities play a full part in the daily life of the school and are encouraged to join in all activities.

Admission to "The Rainbow Room"

Ladygrove has been proactive in recognising the need for specialist provision to meet the needs of our SEMH children and has consequently set up a nurture provision known as "The Rainbow Room". Children who are access this provision are working at a level which is considerably below that of their peers in relation to social and emotional maturity. We recognise that they may require specialist intervention in this area. The children will be provided with short term intervention in the Rainbow Room, to address some of the specific issues which they may be encountering.

Transition Procedures

We understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

As most children join us in September, as a matter of course we hold a transition session at the end of the summer term, in July. During this session, children will meet their new teacher and class and take part in activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions.

If a child is moving to us from a different school, a tour (within school hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Ladygrove is like on a normal day-to-day basis. Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff. In previous years, at this time, we have worked alongside the Local Authority's Occupational Therapy team to ensure that appropriate procedures and resources are in place.

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the school's SENDCO and passed to their new class teacher. If parents have any particular concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made.

Transfer from Nursery to Primary

Ladygrove Primary School has its own nursery on site. Children with early signs of Special Educational Needs at the nursery are supported by the nursery teacher Ruth Morgan. On transfer to Reception, the nursery arranges transition meetings to ensure that as much information as possible is shared concerning the child in question. Consequently, the Early Years Foundation Stage curriculum can be adapted to suit the needs of that particular child and the cohort in general.

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. They also make use of the

‘Spinney’ outdoor area within school. The term before children start in Reception, weekly transition visits to the Reception classes are made. A series of induction day for Nursery and Reception parents and children takes place in the summer term, in which they meet their new teachers and key person.

Transfer from Primary to Secondary

Children with Special Educational Needs are well supported in the important transition to secondary school. Parents are assisted by teachers and the school’s SENDCO in making a decision as to what type of secondary placement would be most suit the needs of their child. They are also aided in completing the necessary paperwork to give them the best possible chance of achieving this placement.

All secondary schools in Telford and Wrekin offer a series of transition days. If a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits. In previous years our Wellbeing and Inclusion Manager has taken individual children or small groups to visit at a quieter time.

Use of Specialist Provision and Transition

Dual Provision:

On occasions some of our children have dual specialist, part-time SEND provision based on their need. This can be a short-term setting, such as a 12 week programme at the Linden Centre or a placement at one of the Local Authority Specialist Speech and Language classes. Where this short-term placement occurs, we have regular contact with the dual placement school and have a robust transition arrangement in place. The SENDCO makes weekly contact with these settings to ensure that needs are met.

Transfer to a Specialist SEND setting:

On rare occasions, children with an EHCP will leave our setting to attend a Specialist SEND setting. Where this happens, a robust individual transition plan is put into place.

Section 3
Access and Special Provision

Ladygrove provides a fully accessible environment for those children with physical needs. The school is mainly on one level with a small flight of 5

steps to access the KS1 area, where there are hand-rails on both sides and a set of steps to access the upper KS2 classrooms. There are a disabled toilet situated near the main entrance, the older part of school and the lower KS2 corridor. Both Reception classes have a disabled access toilet in them. Each of these disabled is fitted with grab bars. Not all of our classrooms are wheelchair friendly, however we have the capacity to move classrooms and year groups within school to accommodate individual children. All of the classrooms are organised to suit the needs of the class. The rooms are well lit, ventilated and are engaging for the children.

The playground features a number of large, tarmacked areas, a large tyre park and smaller seated areas for those who wish to spend their break times more quietly. The playground also features a jungle gym area, which is ideal for helping to develop gross motor skills.

Staff provide alternative ways of giving access to experiences or understanding for disabled pupils who cannot engage activities, for example some forms of exercise in physical education. Staff recognise and allow for the mental effort expended and time needed by some disabled pupils e.g. fatigue related to specific disorder. School visits including residential trips are made accessible to all pupils irrespective of attainment or impairment.

Mental Health

At Ladygrove Primary School and Nursery, we believe strongly in the following definition of mental health:

“A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life. Children with good mental health have the ability to recover effectively from illness, change or misfortune.”

We believe that it is therefore essential to ensure that the children in our care are in good mental health and we understand that an anxious child or a child in poor mental health is not a child who is being given the best opportunity to learn and achieve to their full potential. Ladygrove Primary School is an active member of the Telford and Wrekin ‘Future In Mind’, which meets on a frequent basis to discuss ideas and strategies to support children.

We give teachers the power to refer children for Mental Health support as they feel is necessary as is set out under the Code of Practice for SEND 2015). Teachers are supported by the SENDCO/ Inclusion and Wellbeing Manager in accessing support from the Local Authority Emotional and Wellbeing Panel and are supported to make referrals to this. They also

support in accessing BeeU for children who they feel are suffering from mental health difficulties. We feel that the sooner intervention begins with students with mental health concerns the better. Our pastoral team work diligently to support these children until external support children until external help is available and beyond as we acknowledge that it is essential for children with such difficulties to have an individual or group of individuals in whom they can trust.

Our Inclusion and Wellbeing Manager is a qualified Mental Health First Aider and has the skill set to support children in this area.

Children in Care

Ladygrove Primary School and Nursery believes that in partnership with Telford & Wrekin Council as Corporate Parents, we have a special duty to safeguard and promote the education of Children in Care. We recognise that, nationally, pupils in care have significantly underachieved compared with their peers. We promote the inclusion, well-being and achievement of these children in our school.

It is our aim:

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children in Care and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our school's role as corporate parents to promote and support the education of Children in Care, by asking the question, "Would this be good enough for my child?"

(Please see the "Ladygrove School Policy on the Education of Children and Young People in Care" for more information.)

Access Needs & Disability Discrimination Act

(See School Accessibility Plan)
Our school is regularly surveyed by our attached Occupational Therapist and the LA's Access Officer. This ensures that provision for wheelchair access, signage and access for the visually impaired, provision for the hearing impaired and access for children of reduced stature are within LA guidelines. This will be reviewed annually and updated as required.

Section 4

Identification, Assessment and Review

Quality First Teaching

At Ladygrove we recognise that high quality teaching, scaffolded and differentiated for individual pupils is the first step in ensuring that all children's needs are met. This is no different for children with a diagnosed or undiagnosed SEND need. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Children who make slower progress will be given carefully scaffolded learning opportunities to help them make accelerated progress. There will be regular and frequent careful monitoring of their progress.

Identification, Assessment and Review

As with all other children in the school, the progress of children with SEND is assessed every half-term. The school holds half termly pupil progress meetings which are attended by teachers, the SENDCO, the Inclusion and Wellbeing Manager, the Deputy Head and Headteacher. At these meetings any children who are considered to be off track in terms of meeting their targets are discussed. Following these meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Every half-term the SENDCO will also contact teachers to discuss any possible referrals to different agencies which may be required or any additional resources which may need ordering.

In line with local authority guidance we follow the "Assess, Plan, Do, Review" Model. Every half term we assess the progress children are making. If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. Then we do what we have planned –this may be in the form of an intervention, providing resources, making a referral etc. Finally, usually after a period of about 6 weeks, we review how successful we have been and the progress the child has made.

Once this process has been completed we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. Some children's needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level

of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

Identification, Assessment and Review in the Nursery

- Early Identification

  It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

  Information about a child's learning and development is collected from a range of people prior to a child starting in the EYFS, to help build up a complete picture of the child and identify at the earliest opportunity any particular needs or difficulties that a child may have. These sources of information can include:

  - Parents at home visits, induction visits, stay and play sessions
  - Pre-schools and playgroups on setting/transition visits
  - Health visitors and other professionals

The Early Years Special Needs Paperwork is designed for use by all Early Years practitioners in maintained and non-maintained settings. The paperwork provides a means of recording the interventions and strategies to support a child who has been identified as having Special Educational Needs.

In the Nursery a list of children who have SEND is filed in the office. All children's progress and development is monitored. The Nursery has systems in place for supporting children during the initial stages of concern: they receive differentiated activities and if they fail to make progress a target plan is written by the Nursery teacher. These children will be recorded at EY SEND Support. The list is reviewed regularly (at least every half-term)

An Initial Record of Concern is completed for concerns about a child's development. The form is shared with parents/carers by the keyperson and their comments recorded and signed. If there is still concerns, then either

staff continue to observe, or they begin SEND Support record. These children will be recorded at EY SEND Support on the Nursery monitoring sheets.

At SEND Support Record stage parental permission is gained to start this record. The child has an individual file containing the SEND Support record sheets. At this stage targets are drawn up by the Nursery teacher if the setting is making provision that is additional to or different from that made for the other children. This is reviewed and if expected progress is not made either a referral is made to the Early Years Inclusion panel in order to gain support and/or other agency involvement is sort. The Early Years Advisory teacher from the authority supports in observing children in the Nursery.

The Early Years Inclusion Panel meets once every half term so that decisions can be made and funding, or mentor support, may be allocated.

Section 5
Record Keeping

Records are available to the teaching team, other professionals and parents / carers (upon receipt of a written request to view records). Child Protection records are not open for parental viewing. The following records are kept in locked filing cabinets on SEN children:

- Class teachers and Teaching Assistants maintain records in the red SEND class file.
- In the Nursery office records are kept for children.
- Each child with Special Educational Needs will have a centrally held file (stored in the main admin office), containing records as follows:
- Info card detailing dates and nature of input from other professionals
- LSAT/ other professionals' reports and reviews
- Reviews and action plans
- In addition to this an electronic SEND file is being developed for all children, who have identified SEND or there are concerns about their progress. This is held on the schools T-Drive and is accessible to class teacher, the Schools Leadership Team and the Inclusion and Wellbeing Manager. This file is used to store electronic copies of reports received.
- Concerns related to SEND are logged on the schools CPOMS system, the headteacher, deputy headteacher and SENDCO are copied into these.

Section 6

Intervention Programs that are available within school and nursery

Following the half termly Pupil Progress meetings discussed, it is the job of the school's SENDCO to decide which interventions will be run in each phase for the next half term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different phase (year group). In this event, such a decision will be discussed with parents. The school offers a wide range of interventions, which Teaching Assistants and Teachers are trained in. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in house to meet the needs of a particular group of children. If an appropriate intervention is not available staff will often develop their own.

Intervention Programs that are available within school

The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different phase (year group), such a decision will be discussed with parents. The school offers a wide range of interventions, which Teaching Assistants and Teachers are trained in. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in house to meet the needs of a particular group of children. If an appropriate intervention is not available staff will often develop their own.

Interventions currently available in school include:

For children who need support in Maths:

- The Power of 2
- One by one
- Success @arithmetic
- First Class @ number
- Breaking barriers - Numicon

For children who need support in English:

- Read, Write Inc 1:1 sessions
- Project X
- Rapid Read
- Speed Spellers
- Toe by Toe
- Speed Reading
- Speed up to develop fluent handwriting.

For children who need support socially or with their behaviour:

- Circle of Friends
- Socially Speaking
- Time to talk
- Mindfulness
- Smiling minds
- Relaxation classes
- Bereavement training
- Bespoke sessions for children with self-esteem, anger management and anxiety.
- Lego Therapy

For children who need support with their fine/gross motor movement:

- Write From the Start - Teodorescu Perceptuo-motor programme.
- Go Noodle
- Cool Kidz
- Dough disco
- Brain gym

Interventions currently available in Nursery include

- Time to talk
- Listen with Lucy
- .Bespoke programmes for individual children based on Speech and Language observations.

The impact of intervention programs is measured through pre and post intervention program assessments. This allows the teaching team to ensure that interventions are effective and ensure 'value for money'.

Section 7
Complaints Procedure

We strive to support children to the best of our abilities within the limitations of time and resources available. Parent/ carers' concerns should be addressed in the following order:

1. Class Teacher/Nursery teacher
2. SENDCO/ Deputy headteacher
3. Headteacher

All the above will attempt to deal with concerns within two working week; this may be in writing but will usually take the form of a meeting / discussion / feedback to parents / carers, with written notes made as appropriate. Continuing concerns may be addressed to the Governor with responsibility

for SEND (Mrs C. Brettell), via the school, requesting that the matter be raised with the governing body. Parents may seek advice from the Parent Partnership Scheme (further details available from school).

Section 8
Resource / Budget Allocation

This is initially based on a formula which relates to a SEND component, Free School Meal (FSM) and Statement (EHCP) funding. SEN has been a major focus for spending. We have a policy of early and proactive intervention. Budget allocations cover:

- Directed support from a TA, the class teacher, SENDCO or lunch time supervisor as appropriate.
- Training
- Support from external agencies, e.g. Educational Psychologist, Learning Support Advisory Teacher (LSAT), Behaviour Support Team (BST), Speech and Language.
- Administrative time, e.g. for booking appointments / meetings and SEN paperwork.
- Targeted release time for teachers, SENDCO and TA team.
- Resource purchases.

Section 9
Resources

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school follows the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately. Resources which are commonly used within school include:

For children with fine/gross motor and posture difficulties e.g. Dyspraxia:

- Writing slopes
- Easi-grip pencils and pencil grips
- Different types of scissors
- Handled rulers
- Wobble/wedge cushions

For children with concentration/behavioural difficulties e.g. ADHD:

- Fiddle toys
- Concentration screens
- Personalised timetables

For children with specific learning difficulties e.g. Dyslexia:

- Tinted overlays
- Reading rulers
- Alphabet strips
- A variety of practical maths equipment
- Sound buttons (to record sentences)
- ICT resources including Clicker

Additional equipment can be ordered as is required. For those with more complex physical difficulties for example, specialist equipment (such as hi-lo changing beds, standing frames etc.) can be sourced.

Section 10
Policy Review / Self Evaluation

The effectiveness of SEN practice will be reviewed annually, led by the SENDCO, with full discussion with the link governor, Senior Management Team, parents / carers and other interested parties. To include:

- Number of children on the SEN register
- Nature and efficiency of assessments used
- Nature of provision and support
- Support / value for money of external agencies
- Quality and usefulness of record keeping (and time taken to maintain such records)
- Organisation of Teaching Team and timetabling
- Resource allocation
- Questionnaires and interviews with the teaching team, other professionals, children and parents

Success Criteria

Criteria for measuring success to include:

- Effective systems for identification, assessment, referral, reporting, reviewing and tracking
- Pupil progress evident in core subjects and behaviour
- Up to date action plans
- Plans for LSAT visits
- Clear and realistically challenging targets

- Parental and child involvement and satisfaction
- SEND policy consistently applied
- CPD undertaken as appropriate
- Resources available
- Success in meeting targets
- Children move from the register as appropriate
- Awareness raising and discussion with parents and governors
- Networking and research to keep abreast of current best practice
- The Early Years Advisory teacher from the authority supports in observing children in the Nursery and the Reception class.
- The Early Years Inclusion Panel allocates funding, or mentor support, for children in the Nursery.

Section 11
Roles and Responsibilities

- SENDCO (Mrs A Skelton (Tel: 01952 388370) Responsibilities include:

Strategic direction and development of SEND provision in the school and nursery (with the support of, and under the direction of the Headteacher and leadership team).

  - Exercise a key role in assisting the Headteacher and governors with the strategic development of SEND policy and school-based provision
  - Support all staff in understanding the needs of pupils with additional needs and ensure the objectives to develop effective school-based provision are reflected in the school development plan
  - Review the objectives and targets for pupils with additional needs from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
  - Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement
  - Monitor the attendance of children with SEND
  - Liaise with staff, parents, local authority, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

- The Headteacher (Mrs Jo Weichlbauer) (Tel: 01952 388370) has responsibility for:

- Overseeing Special Educational Needs and Disabilities provision within the context of whole school management
- Liaising with the governing body
- Ensuring an inclusive curriculum
- Identification and allocation of support staff
- Allocation of resources

- The governor with responsibility for SEND is Mrs. C Brettell (Tel: 01952 387720):

  The responsibility of the Governing Body is to:

  - Ensure that provision is made for pupils who have Special Educational Needs and Disabilities
  - Ensure that the needs of pupils with Special Educational Needs and Disabilities are made known to all who are likely to teach them
  - Ensure that teachers are aware of the importance of identifying and providing for those children with Special Educational Needs and Disabilities
  - Consult Telford & Wrekin Education Authority and the governing bodies of other schools, when necessary or desirable, in the interests of coordinated special educational provision in the area as a whole
  - Ensure that a pupil with Special Educational Needs and Disabilities joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible
  - That these children receive the Special Educational Needs and Disabilities provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources
  - Report to parents on the implementation of the school and Nursery policy for pupils with Special Educational Needs
  - Termly updated visits into school – meetings with SENDCO and Senior Learning Support Assistant
  - Review policies around SEND – Disability /Accessibility Plan
  - Have regard to the Code of Practice when carrying out its duties to pupils with Special Educational Needs and Disabilities
  - Ensure that parents are notified of the decision of any extra provision being made for their child
  - Monitor the attendance of children with SEND

- The class teachers and nursery teacher (Tel: 01952 388370) are responsible for:

    - Working with all children on a daily basis and identifying and monitoring individual needs
    - Team working with the Teaching Assistant Team to support the learning, physical and emotional development of all children.
    - Liaising with the SENDCO/Early Years Manager and outside agencies and Inclusion and Wellbeing Manager
    - Involving the children in the planning of their targets
    - Maintaining close liaison with parents
    - Inputting information where necessary to the EHA meetings

- The Teaching Assistant Team are responsible for:
    - Implementation of targets on a 1:1 or group basis
    - Monitoring progress and assessing pupils progress in intervention groups
    - Discuss progress with colleagues, children and parents and plan future action
    - Follow professional development to support their role in school
    - Follow guidelines for confidentiality
    - Support children with a positive attitude towards their progress
    - Input towards and attendance at children's annual reviews and other relevant meetings
    - Resource management to include ordering, cataloguing and organisation of additional classroom resources and SEND resources

- The Key people in the Nursery are responsible for:

    - Sharing views, ideas and information about the child with the Nursery teacher
    - Complete detailed observations
    - Discuss what has been noticed with parents/carers at parent's evening and feedback agree actions to Nursery teacher.
    - Support children with a positive attitude towards their progress

<u>Inclusion and Wellbeing Manager Roles and Responsibilities</u>

The Inclusion Manager Mrs Angie Atkinson (Tel: 01952 3883700) provides support and guidance to children, and those engaged with them, by removing

barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve potential.

Responsibilities include:

- Contributing to the identification of barriers to learning for individual pupils and provide them with a range of strategies for overcoming the barriers.
- Establishing and developing effective one-to-one mentoring and other supportive relationships with pupils.
- Developing, agreeing and implementing time bound action plans with groups and individual pupils and those involved with them based on comprehensive assessment of their strengths and needs and to maintain accurate records of work for each identified pupil.
- Assisting pupils to make a successful transfer between educational establishments and transition at key stages in their learning.
- Facilitating and maintaining access to specialist support services for pupils with barriers to learning.
- Assisting in the identification of early signs of disengagement and contributing specific interventions to encourage re-engagement.
- Developing and maintaining appropriate contact with the families and carers of pupils who have been identified and informed about the pupil's needs and progress, and to secure positive family support for the pupil.
- Input towards and attendance at pupil's annual reviews and other relevant meetings.
- Follow guidelines for confidentiality.
- Development of PSHE.
- Promoting attendance and punctuality.
- Carry out EHA assessments and run EH meetings

CPD Opportunities for Staff

The staff at Ladygrove Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

- Listen with Lucy (Speech and Language programme)
- MAKATON (Speech and Language programme)
- Managing speech and language difficulties within the classroom

- Autistic Spectrum Disorder Awareness
- Attachment Awareness training
- Trauma and ACEs training
- Positive behaviour management strategies
- Lego build to express
- Physical restraint and handling
- Understanding attachment theory
- Practical strategies for managing Dyslexia and Dyscalculia in the classroom (BDA)
- Effective SEN management
- Nurture Group training
- Youth Mental First aid training
- Managing actual or potential aggression
- SEN assessment

The SENDCO is constantly looking for opportunities to further develop staff's training. Future courses will be booked in line with the needs of children in the school at the time.

As is statutory, our SENDCO has completed the National Award in Special Educational Needs Coordination.

Specialist Staff

As mentioned above, the school understands the importance of training staff so that they are specialised in particular areas, and consequently has a particular knowledge in this area. The school has an appointed person (Miss Laura Barton) an office administrator who is responsible for ensuring that adequate provision is made for children with Asthma and also those with Complex Needs.

In addition to this, Miss Tori Green is responsible for ensuring Manual Handling procedures are followed when lifting and assisting those with physical difficulties. This qualification allows them to train others in safe procedures and how to operate the hoist system we have installed in certain parts of the school.

Section 12
References / Consultancy in Policy Production / Practice Planning/ Compliance

- Consultancy from LSAT / BST / Ed Psych / Foundation Stage Consultant / Nursery
- Meeting Special Needs – A Handbook (NASEN 2001)
- Assessing Pupils Using P Levels. Buck and Davis, Fulton, 2001
- Colour Deficiency Assessment. www.umds.ac.uk/physiology
- SEN Code of Practice / Toolkit. DfES 2001
- Handbook for Special Needs Coordinators; Buttris and Callander. PFP, 2003.
- Identifying Children with Special Needs – Checklists for Professionals. Hannel, 2003
- Differentiation – Ways Forward; M. Peter (Ed). NASEN, 1992
- SpLD; D. Smith. NASEN 1996
- The Assessment Pack. Telford and Wrekin, 2001Telford and Wrekin advice documents on the 2001 Code of Practice (various)

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (11th June 2014- updated 1st May 2015) and has been written with reference to the following guidance and documents:

- **Equality Act 2010; advice for schools DFE Feb 2013**
- **SEND Code of Practice 0-25 11TH June 2014**
- **Schools SEND Information Report Regulations (2014)**
- **Statutory guidance on supporting pupils at school with medical conditions April 2014**
- **The National Curriculum in England Key Stage 1 and 2 document September 2014**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards 2013**

Policy- Document Status			
Date of Policy Creation	**October 2020 – reviewed every year annually**	**Named Responsibility**	Allison Skelton
Date of review completion	**October 2020**	**Named Responsibility**	Full Governing Body
Inception of new Policy	**November 2020**	**Named Responsibility**	Joanne Weichlbauer
Date of Policy Adoption by Governing Body		**November 2020**	