



LAURUS

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**Special Educational Needs and/or Disability Policy
for Laurus Trust Primary Schools**

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Rationale

The Laurus Trust is committed to ensuring that the necessary provision is made for all pupils with a Special Educational Need and/or Disability (SEND). The SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our Trust believes that all pupils with SEND must have their needs recognised and assessed so that appropriate and timely intervention can be put in place. Each Primary School within the Trust strives to deliver a curriculum that provides suitable learning challenges to meet the diverse learning needs of our pupils. We will do everything we can to remove any barriers to learning.

Definition of Special Educational Needs or Disability

A pupil is defined as having SEND if they have a learning difficulty that calls for provision that is different from or additional to that normally available to pupils of the same age. A learning difficulty means that a child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for pupils of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and or Physical Needs

In line with the SEND Code of Practice we will:

- Ensure that the needs of pupils with SEND are identified, assessed, provided for and their provision reviewed to evaluate its impact
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil
- Endeavour to provide the support needed for our pupils with a SEN to achieve
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordinating of SEND provision

- Ensure the SEND governor is fully involved in the development of policy and practice for SEN and reports annually to parents
- Seek external advice where appropriate

Implementation of the Policy

The overall aim of this SEND Policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2014). This will be achieved by:

- Making SEND provision an integral part of each school's annual School Development Plan
- Ensuring that appropriate staffing and funding is in place for pupils with SEND
- Providing high quality professional development opportunities for teaching and support staff
- Following a consistent and structured approach to assessing, identifying and responding to individual pupil needs
- Listening to the views of everyone involved in a SEND pupils' provision
- Maintaining a register of children with SEND and ensuring that pupil records are kept up to date
- Regularly monitoring the progress and development of pupils with a SEND and adapting their provision as needed
- Providing high quality teaching that is differentiated and personalised to meet individual needs
- Removing barriers to achievement and offering alternative provision to meet the needs of the individual
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical
- Taking steps to ensure the successful transition of SEND pupils at key points in their personal and school life

Procedures for identification, assessment, monitoring and reviewing children with SEND

Early identification of SEND is of paramount importance and helps to secure progress. If a concern is raised regarding a pupils' progress, attainment or access to the curriculum the Class Teacher will follow the school referral procedures (see Appendix 1). This process is known as the Graduated Response and begins an Assess, Plan, Do and Review cycle. The Graduated Response has a clear and structured approach to identifying and responding to Special Educational Needs.

Assess

In line with school procedures, the Class Teacher will carry out or request additional assessments of a pupil to identify an area of need.

Plan

Once the assessment part of the process has been completed, the pupil's needs are determined in a consultation meeting with staff and parents. Actions will be agreed and, if appropriate, a School Focus Plan (SFP) will be created and the pupil will be placed on the school's SEND register.

Do

The Class Teacher will take responsibility for ensuring any agreed actions are carried out and any

annotations to the plan are made. The Special Educational Needs and or Disabilities Coordinator (SENDCo) will support all staff and pupils in implementing the agreed plan.

Review

The effectiveness of support and intervention is reviewed regularly throughout the year. Impact will be measured through progress, parent, pupil and staff feedback. Where a pupil continues to make less than expected progress, the school will offer alternative intervention and will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

Resource Allocation

- A percentage of the school budget is allocated to SEND
- Annual Provision Maps detail the costs of intervention programmes running in school and are updated on a termly basis
- The SEND Governor publishes an annual SEND Information Report
- Management time is provided to release the SENDCo to insure their duties can be fulfilled
- A range of Intervention Programmes are carried out in school, including 'Named' and 'Teacher led' interventions
- Various resources including reference materials, games, workbooks, maths equipment and reading books are available for staff to use to support their teaching
- Some children will receive additional support from the Local Authority through the Education Health Care Plan (EHCP) process.

Admission Arrangements for SEND pupils

In line with current LA policy a place at one of our Laurus Primary Schools is available to a child with SEND provided that:

- a) the parents wish the child to attend the school
- b) the child's special educational needs can be met by the school
- c) other pupils will not be disadvantaged
- d) resources will be used efficiently

We have a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- ***in the arrangements that we make for determining admission*** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- ***in the terms on which the responsible body offers pupils admission*** to the school
- ***by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.***

(Disability Rights Commission: Code of Practice for Schools 2002)

Prior to admission we meet with parents/carers and any external agencies to gather information about the child and to allow us to put in place strategies to ensure a smooth transition into school.

SEND Graduated Response Flowchart

Step 1: Initial Concerns.

Parent/carer or Teacher express concerns around a child's progress.

Teacher and parents meet to complete Initial Concerns Form. The SENCo will be made aware of these early concerns.

The class teacher puts in place Quality First Teaching strategies to start the 'Assess, Plan, Do, Review' process. (a minimum of 8-12 weeks – 1 Assess, Plan, Do, Review cycle)

Has the child made satisfactory progress through Quality First Teaching?

Yes

Carry on with these adaptations

No

Step 2: Targeted Support

If sufficient progress is still not being made, the parents/carer, Class Teacher and SENCo will meet to discuss a School Focus Plan (SFP). Targeted Strategies will then be put in place (including support from outside agencies if appropriate). (a minimum of 16 – 24 weeks – 2 Assess, Plan, Do, Review cycles)

Monitor the child's progress through the 'Assess, Plan, Do, Review' process.

Is the child making sufficient progress through Targeted Support?

Yes

Carry on with targeted support

No

Step 3: Complex Support

If a child is not making sufficient progress then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If Cheshire East feel there is evidence that the needs of the child are greater than Step 2(SFP targeted support) then the school can apply for an Education and Health Care Plan (EHCP) on behalf of the child. This process takes 20 weeks to be implemented.

Is the child making progress through an EHCP?

Yes

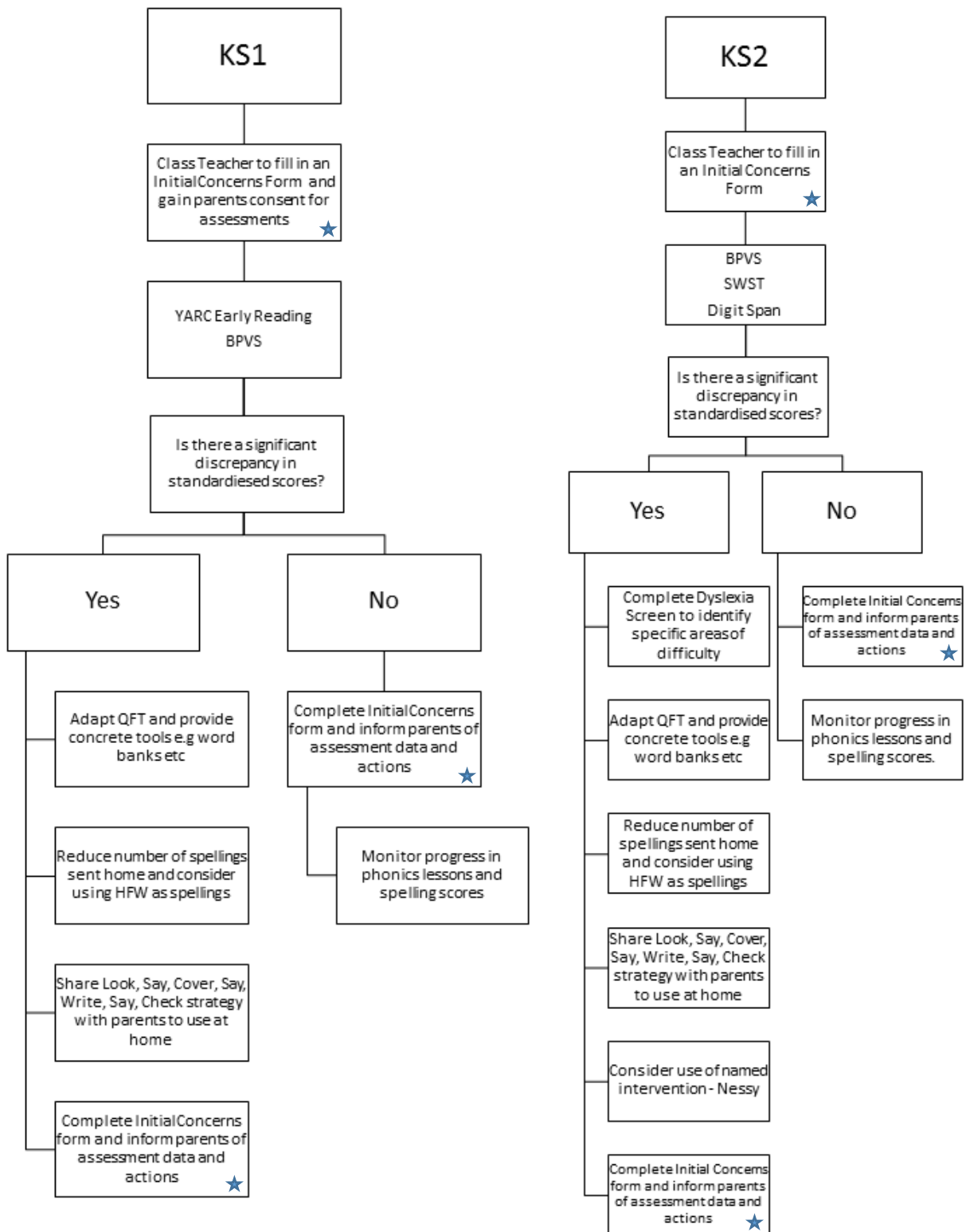
Carry on with the EHCP

No

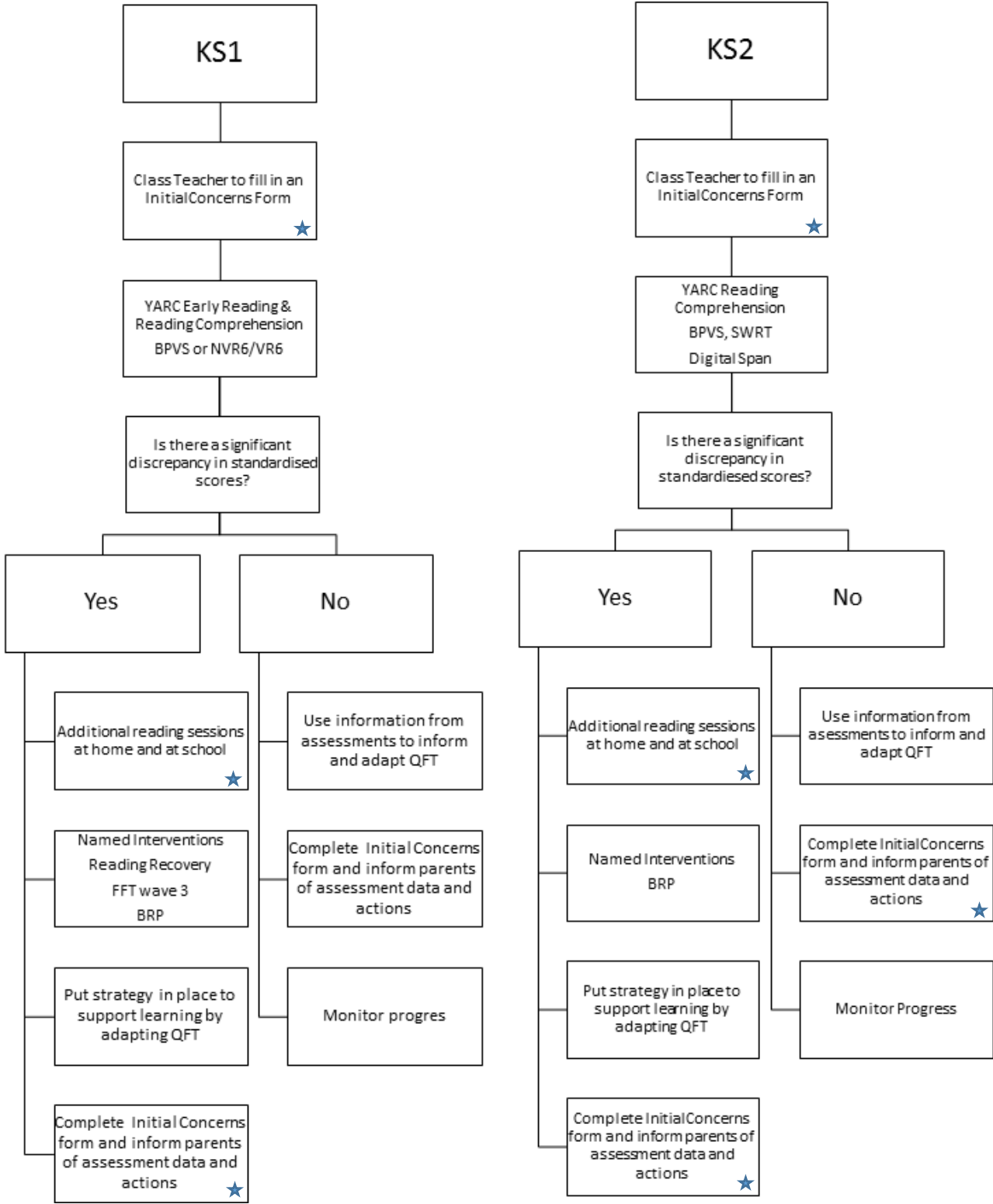
Step 3: Specialist Support

If the EHCP does not meet the needs of the child, then consideration may be given to alternative provision in exceptional cases where a mainstream setting cannot meet the SEN of a child

Response to Concerns about Spelling Progress



Response to Concerns about Reading Progress



★ Key parental engagement points

SEN Behaviour Flow Chart

