

Every Child Matters and Every Day Counts



Lammack Community Primary School Special Educational Needs and Disabilities (SEND) Policy

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School Arrangements

Mission Statement & Philosophy

This policy aims to provide a framework to assist all staff to make suitable provision for the Special Educational Needs and Disabilities of children at Lammack School. The SEND policy is in place to ensure that children who are identified as having Special Educational Needs are fully supported within the Code of Practice.

We value all pupils equally and strive to ensure that all children develop their talents and skills, and make progress throughout their time in our school. Our mission statement states:

This school aims to provide its pupils with a broad and balanced curriculum, set out within a caring and secure environment in which each member of the school is valued and respected.

Pupils with special needs and disabilities should have full access to the curriculum and life of the school. These aims are in accordance with the legal requirements of the Code of Practice and SEN & Disability Act 2014, on the identification and assessment of SEND. This policy links with the Equality Policy on how it manages pupils with disabilities.

Definition of Special Education Needs

Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
3. Children are not regarded as having a learning difficulty solely because the language of their home is different from the language that they will be taught. The majority of children at Lammack Primary School speak English

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as an additional language but a lack of English does not prevent identification of learning difficulties.

Special Educational Provision means:

Special educational provision means: educational provision which is additional to the educational provision made generally for children of their age in schools maintained by the LA.

As a school we are committed to implementing the new Disability Act, so as to include those pupils in mainstream education.

A person has a disability for the purposes of this Act if he has a physical or mental impairment that has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Policy Objectives

Lammack Primary School believes that all children have the right to access a broad, balanced curriculum within a fully inclusive school environment:

Our policy will aim to inform:

- How children with Special Educational Needs and Disabilities will be identified.
- How the needs of identified pupils will be met.
- How the school will liaise with outside agencies.
- How the school values and seeks parental contribution towards meeting the needs of identified children.
- How the school will link SEND into all aspects of the life of the school in policies, practice and development.
- How individual progress will be monitored and recorded.

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Aims of SEND Provision at Lammack Primary School

- To have regard for the Code of Practice in fulfilling Statutory Requirements for meeting the needs of children with Special Educational Needs.
- To ensure that all staff are aware of the SEND Policy and the Code of Practice and are aware of their responsibilities in the provision for SEND pupils.
- To inform and involve parents throughout the process of identification and provision to meet pupil's needs, ensuring close liaison from the earliest stages.
- To offer support to parents during what might be a difficult time for the family.
- To assess as accurately as possible the nature of the pupil's needs and to provide the necessary support/learning programmes to meet the pupil's needs.
- To facilitate the integration of pupils with SEND within the school as a whole.
- To positively utilise the strengths of pupils whilst identifying and addressing their particular needs.
- To ensure that all teaching staff (and where appropriate) support staff, are aware of any specific educational, medical and social needs of identified pupils within a confidential framework.
- To ensure that children are involved in the target setting process and evaluation of progress.
- To involve pupils in the target settings of their Individual Education Plan (IEP)
- To involve outside agencies when necessary, to assist with assessment and provision.
- To appropriately fund (within budgetary constraints) SEND provision in order to provide adequate staffing and resources to meet the needs of pupils with Special Educational Needs and Disabilities.

Early Help and Safeguarding

Lammack Primary School will identify the need to provide early help for a child who:

- is disabled and has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- Pupils who are persistently absent from school.

School will work closely with external agencies and a CAF will be opened for families who need the additional support.

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Persons Responsible

All staff recognise and share the responsibility for the identification, assessment and provision for children with SEND. Provision for these needs will be co-ordinated by Nosheen Majid, the SEND Co-ordinator.

The SEND team includes named SSAs who support individual children with Education and Health Care Plans (EHC's) and IPRA's. Their line manager is the SEND Co. who is always available to liaise with them, support them and provide CPD opportunities whenever possible. However, all members of the school staff have shared responsibility for the inclusion of pupils with SEN and disabilities.

Regular updates are provided to the Governing Body and the Link Governors meet regularly with the SEND Co.

Facilities and Resources for Special Educational Needs and Disabilities Pupils.

There is access from both staff car parks, where there are two disabled parking spaces available for dropping off and collecting. All areas of the school are accessible by wheelchair. There is a disabled toilet at the bottom of the ramp (from the Infants) and another disabled toilet opposite the Deputy Head's office. There are also changing facilities, a hoist and a shower.

Identification, assessment and provision

The 'Code of Practice on the Identification and Assessment of Special Educational Needs and Disabilities' is fully implemented at Lammack Primary School. Initial identification of SEND is monitored by the class teacher and the child may be given differentiated work if necessary.

The SEND Co-ordinator will establish whether there are any further causes for concern, or if the pupil is no longer required to be at this stage.

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Special Educational Needs and Disability Support

Lammack Primary School encourages and values contributions from parents regarding the needs of their children. We believe that parents play a vital role in the identification of the special needs of their children at the earliest opportunity.

At Lammack we provide opportunities for parents to share information about their child in the following ways:

- During Induction home visits prior to children starting school.
- Medical conditions are highlighted on the school admission form and are checked annually by class teachers.
- Informal discussions with class teacher and/or SEND Co.
- Liaison with nurseries enables early identification of children with special educational needs on entry to school.
- On entry to school, children in the Reception class have a baseline assessment and an on-going Foundation Stage Profile is completed at the end of the year, which may identify children with SEND.

The school recognises that initial concern about pupils' special needs may come from a variety of sources:

- Parents
- Teaching Staff
- In school support staff
- Health service Professional
- Social Care Professional

If there are concerns expressed by the teachers, the SEND Co-ordinator will analyse any existing assessment data e.g. base line, Ravens, BPVS, Derbyshire, EALIP, SATs, Dyslexia screener etc. Together with any further tests.

Everyone working within the school will be informed by the class teachers and SEND Co-ordinator of the particular needs of any children they are working with, and made aware of any set targets, necessary resources and special provision required.

The SEND CO-ordinator will ensure that the child's parents are consulted at every stage of the process.

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A teaching assistant may become involved with teaching the pupil in a small group. Additional interventions may be arranged to address individual/group needs.

- Other opportunities for the identification of SEND through assessments are:
Reception - Individual Profiles
Year 1 - Teacher Assessments and NFER termly assessments
Year 2 - Teacher Assessments and NFER termly assessments
Years 3,4,5 - Teacher Assessments and NFER termly assessments

PIVATS is used across both key stages for children with more complex needs.

In addition to these, other assessments include:

- BPVS - completed annually
- Dyslexia Portfolio/Dyscalculia
- Sandwell Maths
- Read, Write, Inc
- EALIP

If, as a result of discussion and assessment some pupils may require other people to be involved (e.g. Educational Psychologist, ISS, Complex Needs Service, Speech and Language therapy or other outside agency), the child will continue to receive SEND support. Parents will be invited to SEND support reviews.

If the Headteacher considers the need for a statutory assessment, evidence of support given in school (e.g. E.H.C.s, assessments, test results, meetings held, provision map etc.), reports from the Educational Psychologist, ISS, the Complex Needs Service and any other outside agencies involved with the child, will be sent to the LA for consideration. The final decision is made following a meeting of a panel made up of teachers, Heads, SEND Cos, support services personnel, an Educational Psychologist and SEND officers. Parents/ Guardians of pupils with EHC plans will be invited to attend 'All about Me' meetings to review progress and provision. If the school is unsuccessful in getting extra funding for the pupil, they will remain at Special Educational Needs and Disability Support.

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Education and Health Care Plans.

The LA issues an EHC (Education and Health Care Plan) which lasts for that Key Stage before re-consideration. Education and Health Care Plans entitle the child to the appropriate school place and resources to meet their needs. The LA, school staff, Governors and parents share the responsibility for ensuring the EHC is implemented. If a child is issued with an EHC the Headteacher will be required to hold an annual review, in school, involving the child's parents, teachers and other agencies involved

Admission Arrangements.

The starting point is that children with Special Educational Needs and Disabilities, those with EHC's and those without, will receive mainstream education. At Lammack Primary School we strive to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy.

Integration and Evaluation

All pupils with special educational needs and disabilities are fully integrated into the life of the school. They have full access to all the age-related activities regardless of ability. This will be achieved by staff training, differentiation strategies, in-class support and intervention groups.

The success of the development of the special needs provision will be monitored by the Governors, the Headteacher and the Special Educational Needs Co-ordinator. This will be judged against the attainment and progress of the pupils with SEND.

PARTNERSHIP WITHIN and BEYOND the SCHOOL

In-Service Training

The SEND Co will keep up to date with current thinking by - reading, attendance at local meetings, SEND Co-meetings, and attendance at relevant in-set days.

The SEND Co will ensure that staff are kept informed of developments in special needs and disabilities, both informally and formally, through contributions to staff meetings and in-set days.

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Outside Agencies

At Lammack Primary School, we form close working relationships with a range of services that support pupils with special educational needs and disabilities. The 'Inclusion Support Service' has a team of experts to advise schools on how best to assist our pupils eg those with speech and language difficulties, those with social, emotional and behavioural difficulties, and pupils with physical disabilities (including visually and hearing impaired). The Educational Psychologist is sometimes involved with pupils with SEND support (this may involve observation, testing, giving advice to parents and teachers, sometimes working with the child, and writing a report.) There is also liaison with speech therapy, the community paediatrician, school nurse and other relevant agencies.

Allocation of Resources

In addition to the core school budget, there is additional funding to support pupils with SEND and EHC plans in mainstream schools. At Lammack Primary School we hold all personal budgets and provide provision for SEND pupils. The LA policy is to develop designated provision in mainstream schools, which will have additional funding for the specific provision based at the school. This policy is based on the DFCS document 'The Distribution of Resources to Support Inclusion'.

Inclusion

Lammack Primary School strives to be an inclusive school and pupils identified as having special educational needs and disabilities are given equal opportunity to participate in all aspects of school life. Lammack Primary School supports an inclusive approach through:

- Strong feeling of 'Membership of class'.
- Involvement in extra-curricular activities e.g. sports, school outings, and after school clubs.
- Policy on 'respect for all' and anti-bullying strategies.
- Social integration at lunch and break times.
- Arrangements for vulnerable groups e.g. Looked After Children, those on the Child Protection Register. The school contributes to the CAF (Child & Family) procedure.

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- There are arrangements to support and include non-teaching staff in school life, including regular meetings with the Head, and workshops and training sessions.
- Strategies to ensure parents are engaged with SEND procedures.
- Creating a sensitive environment which shows that specialist teaching areas can be used for a range of purposes.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.
- Having equal opportunities and access to the school and its facilities.
- Allocation of support staff to enable children to be taught in smaller groups.
- Grouping and pairing of children, which takes ability, language development and numeracy skills into account.
- Providing tasks which are matched to the needs and abilities of individual pupils or groups of children as well as setting common tasks that are sufficiently open ended for all pupils to use but which can be completed at different levels.
- Life Skills sessions are arranged for pupils with more complex needs.
- ICT software and use of laptops to support pupils learning and to help them overcome difficulties.
- In class teacher support for individual pupils or groups of children to aid access to the curriculum.
- Considering the children's additional language needs when planning work content. Children should not be denied access because of insufficient English development.

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Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SEND Co and subject co-ordinators to ensure that curriculum provision has been planned and delivered to enable SEND children to enjoy success and progress.
- Evaluation of short-term plans and identifying next steps for SEND children.
- Involvement of pupils in setting and evaluating individual targets.
- Analysing individual, group and class progress and value added for SEND pupils.
- Tracking pupils' progress using PIVATS, where necessary.
- Regular termly meetings with class teachers and/or support staff to evaluate IEP'S to discuss the effectiveness of intervention and support.
- Parental involvement in evaluating success and how effective they feel the provision has been is sought at parents evening, annual review meetings and other meetings arranged between the parents and SEND Co.
- Evaluation of the SEND Action Plan and School Development Plan.
- Asking whether identification and assessment procedures are contributing to their success?
- Analysis of pupil tracking data and test results.
- Use of 'All about me meetings' to monitor school and individual performance.
- Monitoring by SEND Governor and Governor's annual report to parents.

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Partnership with Parents

At Lammack Primary School we value the key role that parents have in the education of their children and believe that parents should be as fully involved in their child's education as possible. They are the first and continuing educators of their children.

When a child is identified as having Special Educational Needs we aim to:

- Alert parents as early as possible if there is a cause for concern
- Listen and respond appropriately if they themselves express concern.
- Consult parents about their child's strengths and weaknesses.
- Inform parents of the name and source of any school based or external support.
- Involve parents in giving extra help at home in any way with which they feel comfortable and confident.
- Involve parents in the target setting for IEP's.
- Involve parents in the evaluation of progress towards IEP's.
- Involve parents in Annual Review meetings.
- Some parents at Lammack have difficulty in communicating in English and in reading the quantity of paperwork generated by the Statutory Assessment Procedure. Support will always be given to parents by the SEND Co. to understand the documentation and procedures.

Parents are informed about the Blackburn with Darwen Parent Partnership Service, which aims to:

- Provide parents with independent and impartial information on all aspects of SEND policy and procedures.
- Offer support to parents during the educational assessment process.
- Provide training for parents on all aspects of the SEND assessment process.
- Link parents with trained volunteers.
- Improve communication between parents and voluntary groups and organisations.
- Encourage and support schools in further developing their links with parents.

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Other Groups of Vulnerable Learners

At Lammack Primary School we recognise not all vulnerable learners have Special Educational Needs and Disabilities. We support different groups such as EAL and Gifted & Talented learners in the same way. Throughout our school we have a range of bilingual employees who support many of the children's home language's as well as translate when required. The school recognises the value of having bilingual employees.

Lammack Primary School believes it is critical to recognise the existence of all round exceptional ability but we also acknowledge the number of students who are gifted or talented in specific areas. We aim to provide flexible provision, within an inclusive framework which sets out to provide appropriate teaching and learning opportunities for all pupils. Our pupils will have the opportunity to be involved in enrichment activities and receive support in order to achieve their full potential and raise their aspirations and attainment.

Complaint's Procedures

Lammack Primary School values the contribution that is made by parents and encourages their involvement in the pupils' education. Parents can find out about their child's progress at 'All about me' meetings, parents' evenings, or by asking to see the class teacher or SEND Co-ordinator.

If parents do have any concerns about the progress or special needs of their child they should first discuss this with the class teacher. More serious concerns should be brought to the attention of the SEND Co-ordinator. Any concerns about the provision we make at Lammack Primary School should be discussed with the Headteacher or Chair of Governors.

Parents may wish to consult the Parent Partnership Service, which can provide an independent parent supporter.

If, after following these procedures, there remains a dispute; parents may wish to contact the LA who can offer an independent Disagreement Resolution Service. Agreements reached at disagreement resolution meetings are not legally binding and do not replace the SEND Tribunal.

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The Voice of the Child

At Lammack Primary School we encourage children to participate in their learning. Pupils with Special Educational Needs and Disability Support and those with an EHC/IPRA are involved with setting targets and strategies for their individual plans, and then with the review of the individual plan. Those who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

We will aim to encourage the child to participate in their learning through:

- Individual target setting.
- IEP target setting.
- Evaluating IEP's and individual targets.
- Discussion with support staff and class teachers.
- Pupils views sought for the Annual Review.
- Attendance at the Annual Review.

Transfer Arrangements

The importance of liaison between schools as pupils move from one school to another is especially important for pupils with SEN and disabilities. We endeavor to make the transition to High School, or any other school, as smooth as possible. The SEND Co from the High School is invited to attend the annual review of EHC plan pupils, and those with Special Educational Needs and Disability Support, in Year 6. There are extra visits for pupils with SEND and our SEND Co liaises closely with teachers at the relevant High schools.