

Supporting the Special educational needs (SEN) of Pupils

South Lake Primary School



Approved by:

LGB

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Last reviewed on:

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Next review due by:

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Purpose of this document

This document sets out how South Lake Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how South Lake Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under which circumstances we would request the local authority to consider carrying out an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham Local Authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, *'The Code of Practice: 0 to 25'* (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings (including academies, free schools and further education settings) along with a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014, all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2018. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant to all age levels and educational settings.

What are settings required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At South Lake Primary School, we follow the advice of the CoP to ensure that we follow a cycle of, 'Assess, Plan, Do, Review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- identify pupils with SEND, ensure parents are informed and provision is made in line with the SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy, SEN Information Report, and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision
- monitor SEND expenditure

- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*)

At South Lake, our SEND governors are Mr S Vegh svegh@southlake.wokingham.sch.uk and Mrs B Rowland.

Miss Jo Stickley is our school SENDCo (BEd. Hons, National Post Graduate Award for SEN Coordination). The SENCo is a qualified teacher and member of the senior leadership team.

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- maintain a current record of the number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor the progress of SEND pupils and ensure provisions specified in EHC plans are in place
- ensure **all** policies take SEND into account through Equality Impact assessments
- keep under constant review the arrangements for pupils present with a disability and have anticipatory arrangements for future pupils with a disability
- admit **all** pupils who meet admissions criteria, whether or not they have SEND

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Meeting special educational needs in South Lake Primary School

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The CoP has the following definitions in the introduction paragraphs xiii to xvi:

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, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The CoP defines special educational provision in the introduction paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. Mainstream schools will therefore, in particular, always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

At South Lake Primary School, we will ensure that we meet the needs of all our pupils through the resources we have available, and the advice and support of other specialist professionals and practitioners.

How do we identify pupils who are having difficulties with learning and/or special educational needs?

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

Our curriculum is scaffolded or adapted based on each pupil's needs, taking into account teacher assessment, information from school staff, advice from external practitioners, the need for small group or 1:1 teaching, specific programs and resources available to the school at the time.

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; and, make a successful transition into adulthood, whether into employment, further or higher education or training.

For all pupils we use a combination of formative and summative assessments. Analysis of summative assessments is completed regularly and used alongside evidence gathered from formative assessment to monitor achievement, set targets and inform planning.

Where our assessment has identified that a pupil is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'.

We ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis of needs includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/s or carer/s, and advice from any other support professionals
- where behaviour is an area of concern, we consider and if necessary implement a behaviour support plan which draws on an analysis of anti-social and pro-social behaviours, feelings and experiences
- we plan for provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which in addition to scaffolding, may include adaptation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil, including if the pupil is receiving support for example, in a small group for pre-teaching or bespoke program
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parent/s or carer/s, and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly/half termly review meetings
- we may draw up a Personalised Learning Plan (PLP) where targets are agreed and reviewed half termly

Involving parents in their child's education

We believe parents and carers are key partners in their children's education. Evidence shows that children make the most progress when their key adults work together. At South Lake Primary School, we demonstrate this by:

- always discussing any concerns that we have with the pupil's parents and/or carers at the earliest point
- listening to and hearing what parents and carers say
- identifying outcomes to be achieved with parents and carers
- planning interventions with parents and carers
- meeting with parents/carers to review their child's progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by a local authority, we have an additional role to ensure the safeguarding of these children and young people, working with the local authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEN Support and with Statements of SEN / EHC Plans. In order to ensure that we are responding appropriately, we would:

- not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children half termly
- have an up-to-date Personal Education Plan (PEP) which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children (LAC) including the social worker and the Virtual School Head teacher
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- normalise life experience wherever possible

Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- all children and young people should be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- children and young people should be involved in discussions about their learning, progress and how provision is made for them

At South Lake Primary School, we

- recognise that pupil voice is important and aim to listen to the children's views whenever possible
- ensure all pupils are encouraged and supported to make their views known. Strategies used may include: written comments, talking to a preferred adult, friend or mentor, drawing, PowerPoint etc.
- discuss the PLP with the child, where appropriate
- encourage all pupils to monitor and judge their own progress in a positive and supportive environment
- carry out reviews of progress that are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- ensure reviews are always outcome-focussed. Outcomes reflect what is important to, and for, the pupil.

How we assess and review progress

Every child's progress is monitored on at least a termly basis using a whole school electronic tracking system. This is overseen by the assessment and tracking team leader. Progress will be reported to parents at parent/teacher consultation meetings.

Teachers review progress, often in conjunction with the SENCo, and new targets can be set. New targets are shared with parents, which may include activities for children to do at home, to further develop skills and independence.

Preparing for transition

Transition is a continuum in our planning for pupils and we are continually considering the skills our pupils will need in order to access the next phase of their learning. When their learning is to take place in a new setting or phase, transition planning for this is a key task. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pupils for the next stage in their learning through:

- visits and tour of the school for prospective parents and children
- meeting for parents, and stay and play session(s) (Nursery children)
- welcome afternoon and meeting for parents (Reception children)
- additional visits, if necessary.

Within school, preparing for transition usually involves all children visiting their new teacher and classroom before the end of the academic year, and completing preparatory transition activities.

Some children, particularly those with SEND may also have additional:

- transition activities e.g. booklet, take photos
- visits to the new classroom or area
- opportunities to see, talk to or visit their new teacher(s) and supporting staff

Local Secondary schools offer a range of transition programmes, which we support. These can include:

- taster sessions, days
- Tours
- Visits
- Meetings for parents and children

For some children including those with SEND there might be the option of additional visits or activities, such as the opportunity to take photographs at the new setting.

Pupils who transfer to another primary school before the end of Year 6, would normally do so in accordance with the receiving school's procedures for welcoming new children on roll. We endeavour to liaise with the receiving school as appropriate in order to share relevant information, particularly concerning children with SEND.

The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and

non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed via: <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse, to a statutory EHC needs assessment. This document, '*SEN Support*' can be found on the Local Offer page.

South Lake Primary School also has a Local Offer which is specific to our school and this can be found on the school's website. Further information about Local Offers can be found at <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>.

The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

We have access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's School Improvement Service. We meet with our EP to plan our training needs on a termly basis. Through our school learning alliance (SLA) cluster, and Academy schools, we can identify training needs and plan training in a cost effective way as well as using those groups as a professional forum to share expertise across schools.

Our SENCO

The legislation requires that:

- the SENCO must be a qualified teacher working at the school
- they must also achieve an accredited post-graduate national professional qualification in Special Educational Needs Co-ordination

Our SENCO has responsibility in school for:

- determining the strategic development of SEND policy and provision in the school with the head teacher and governing body
- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date

As a school, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to adaptive teaching. Where individual or different interventions are used, these will be evidence-based, time-limited, and our progress tracking allows us to verify that they are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

Inclusive practice

We ensure that all our pupils, and those with SEND, are positively encouraged to take part in the full range of school activities. We accept that sometimes this will mean additional arrangements may need to be made to enable them to take part.

The social and emotional development of our pupils

The Health and Relationships curriculum is taught across the school. (See our PSHE and SRE policies for further detail on curriculum content).

Additional social skills groups have been available in the past to support children, including those with SEND, who have required more specific support in this area. We may offer a lunchtime club which enables children who find the playground challenging the opportunity to come to a safe place and engage with other children in a structured environment.

We recognise that some children with social and emotional needs require a more individualised approach and this will be developed with parents, school staff and external practitioners if involved. Our pastoral support team provides a range of supportive interventions.

Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practice 6.47

At South Lake Primary School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- listen to parents/carers to ensure we know which services they use and are valued by them
- ensure that we contact **all** practitioners working with our pupils to invite them to relevant meetings and reviews to ensure that interventions are co-ordinated
- use person-centred approaches with **all** our pupils who have SEND to work towards the pupil's aspirations
- value the contribution of all
- liaise with all services in a timely and professional way

In line with other local mainstream primary schools we can access a range of services which may include:

- Educational Psychology
- Behaviour Support Service – Foundry College
- Learning Support Service (LSS)
- ASSIST (Autistic Spectrum Service for Information Support and Training)
- Speech & Language Therapy (SALT)
- School Nurse
- Sensory Consortium Service (SCS)
- Occupational Therapy
- Mental Health Support Team (MHST)
- Neurodiversity Team (formerly the ASD & ADHD Assessment Pathways)
- CAMHS

Access to these services is usually through referral following LA/NHS guidelines.

Arrangements for handling complaints about SEND provision

We know that all parents and carers want the best for their child and we seek to resolve these concerns quickly. Where parents/carers have a concern about the provision being made for their child, they should initially contact the Class teacher. If this does not resolve the situation, then please make an appointment via the school office with a member of the Senior Leadership Team.

Procedures for complaints are outlined within the School's Complaints Policy which is available via the school office or on the school website.

Additional Policy Information

How funding is made available to schools to meet the needs of pupils who have special educational needs at SEN Support

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2, allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to £6000 of additional support.

Further information on funding for SEN can be found at: in the document '*Funding to Support Learners who have Special Educational Needs*'. <https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/the-notional-sen-budget-for-mainstream-schools-operational-guide-2024-to-2025>

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25.

When would school 'refer' to the local authority'?

The school refers a child to the local authority when they believe that the child's needs are such, that they cannot be reasonably met from the resources which are normally available to a school. Historically, any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the objectives they needed to achieve and the resources which would be provided to help them achieve these. Since September 2014, schools can request the local authority to consider carrying out an Education, Health and Care needs assessments. An EHC needs assessment could result in either a SEN Plan or an Education Health and Care Plan.

Education, Health and Care plans are required for those pupils:

- where the resources required to meet their special educational needs **cannot** reasonably be provided from the resources **normally available** to mainstream settings; and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment or a diagnosed condition or disability does not automatically indicate a need for an EHCP needs assessment as the progress being made may still represent adequate progress relative to the child/young person's ability.

When they receive a request for an assessment, all local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'
Code of Practice 9.14

In all circumstances, this school will ensure that prior to submitting a request for an EHC assessment to the local authority, it has:

- utilised all appropriate resources available, usually over a period of 12 months

- made any appropriate health and social care referrals
- created and implemented PLP's and provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression
- made provision, which is appropriate to the child/young person and specific to them and their needs
- made provision which is both evidence based and cost effective
- fully and appropriately involved parents/carers
- involved relevant professionals/practitioners over the last 12 months and evidenced that their advice/strategies have been followed and evaluated