

# Ludlow Primary School Special Educational Needs and Disabilities Policy



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**School Lead:** Kate Mather

**Governor Lead:** Andrew Teale

**Next review** September 2025

**SENDCo: Miss J Marsden**

**Governance: DHMAT Strategic Task Group**

### **Introduction**

Ludlow Primary School is an inclusive school. We strive to support all children to enable them to achieve their full potential, no matter what their needs may be. We endeavour to raise the aspirations and expectations for all children. Pupils have the right to a broad and balanced education, including extra-curricular activities and full access to the National Curriculum. All children are valued, and their self-esteem promoted. We work in close partnership with parents and/or carers who play an active and valued role in their child's education.

### **Therefore, we ensure that each student:**

- Receives the support that need to meet their educational needs.
- Engages in the activities of the school alongside other students.

### **We aim to achieve this by:**

- Setting high expectations and ambitious targets for all.
- Ensuring that there is high quality classroom teaching, differentiated to meet the needs of groups of students and individuals, enabling them to meet targets.
- Providing comprehensive training and guidance for teachers and teaching assistants.
- Regular and rigorous monitoring of achievement, which will identify those students not making expected progress.
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate.
- Effective identification of individual pupils' barriers to learning, through observations, Pupil Progress Meetings and specific testing.
- Effective programmes of intervention, aimed at overcoming barriers to learning and thereby restoring expected progress.

**This policy has been written with comprehensive reference to the SEND Code of Practice (2014), the Children and Families Act (2014) and the Equality Act (2010). It is to be read in conjunction with the:**

- School's Development Plan
- Teaching and Learning Policy
- Anti-Bullying Policy
- Accessibility Plan
- Safeguarding Policy
- Shropshire Local Offer for SEND
- Equalities Policy

### **The policy has been written with regard to the following principles:**

- Participation of parents and pupils in all stages of decision-making.
- Early identification of needs.
- Collaboration with health and social care services.
- High quality teaching and provision underpinning educational needs.
- Best endeavours to make reasonable adjustments to enable inclusion.

**Definition of Special Educational Needs and Disabilities (SEND) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have a disability which prevents or hinders them from making use of 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 they fall within the definition at (a) or (b) above or would do so if no special educational provision were made. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Identification and review of pupils needs:**

- The whole school has a responsibility for the identification and review of pupils’ needs in line with the guidance in the SEND Code of Practice 2014. Assessment for Learning will provide a mechanism for all teachers to identify and review the learning needs for pupils. Teachers will refer any pupils they have identified as requiring support and/or intervention different from or additional to that for the majority of their pupil peers.
- Pupils who are identified as having SEND and are receiving support that is ‘different from’ and/or ‘additional to’ normal class differentiation are recorded on the SEND register and the school’s Provision Map.
- Pupils are then monitored termly.
- Progress will be measured in line with the school’s Pupil Progress policy. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children’s needs and requirements may fall within or across four broad areas. A pupil’s needs are likely to fall into one or more of the following broad areas, although the profile of difficulty or disability for each pupil will vary and may change over time.

<b>Communication and Interaction</b>	Autistic Spectrum Condition (ASC) Speech, Language and Communication Needs (SLCN)	Such pupils may have difficulty saying what they want to, understanding what is being said to them or understanding/using social rules of communication or imagination.
<b>Cognition and Learning</b>	Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with SLD have significant intellectual or cognitive impairments. Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other

		significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils may also have SpLD, where one or more specific aspect of learning is affected, e.g. dyslexia, dyscalculia and dyspraxia.
<b>Social, Emotional and Mental Health</b>	Emotional Well Being Social Behaviour Learning Behaviour (SEMH)	These difficulties are manifested in different ways, including becoming withdrawn or displaying challenging, disruptive or disturbing behaviour (e.g. self-harm, eating disorders). These may reflect underlying mental health issues, such as anxiety, or may be the result of disturbance or upset in the pupil's home life. Other pupils may have difficulties such as ADD, ADHD or insecure attachment.
<b>Sensory and/or Physical</b>	Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)	These may prevent or hinder a pupil from making use of educational facilities and may require specialist support or equipment.

**When identifying SEN, it should be noted that:**

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs.
- Slow progress and attainment do not necessarily mean that a pupil has SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Short term learning difficulties and wider mental health problems can be caused by events such as bullying or bereavement. Such events will not always lead to children having SEN, although where difficulties are persistent the school will consider whether the pupil will benefit from being assessed for SEN.
- Difficulties related solely to limitations in English as an additional language are not SEN.

**Identification, Assessment and Provision – A Graduated Approach to SEN Support**

Provision for children with special educational needs is a matter for the whole school. The governing body, the Headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Initially, class teachers are responsible for taking action to address progress / attainment concerns. They will review planning to ensure there is high quality first teaching taking place and the needs of all children are being met.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. It is the teachers who are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

At our school, the key indicator of the need for action is that a child's current rate of academic progress is below nationally expected levels and / or a child is working below nationally expected levels.

If children are not making progress, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the child requires help that is additional to, and different from, that which is normally available within the particular class or subject. In our school, we regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In order to help children with special educational needs, we will adopt a graduated response. The school will record the steps taken to meet the needs of individual children through the use of a Provision Map (or an individual support plan in Early Years). The SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment / Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

Staff will use the school's pupil progress meetings and SEN meetings to discuss concerns and collaboratively an initial plan (Provision Map or an individual support plan in Early Years) will be drafted. Parents / carers and the pupils themselves will be consulted and specific interventions put in place and monitored. The child will be added to the school SEN register under the single category of SEN Support.

Reasons for a child being added to the SEN register may include the fact that he / she:

- makes less than nationally expected progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment. A child will be placed on the SEN register if they are working considerably below nationally expected levels.
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make below nationally expected levels of progress, despite the provision of specialist equipment.
- has speech / language / communication and/or interaction difficulties and continues to make below nationally expected levels of progress.

A child's Provision Map will contain a record of interventions put in place to help that child make progress, and in some cases, accelerate progress. It is a working record that explains exactly what needs have been identified and how key barriers to learning will be effectively removed. The Provision Map will list the provision to be put in place. The Provision Map will be reviewed with parents / carers each Term (or more frequently if required).

If successful in closing gaps, the intervention will stop and the child will be removed from the register but closely monitored. If it is decided that more intervention work is needed, the class teacher, after discussion with the SENCO, will then provide additional / further interventions. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. At this point, the support of specialist agencies such as Educational Psychology; Speech and Language; Learning Support; Physiotherapy, Occupational Therapy or CAMHS (Bee U) may be requested.

If a child continues to demonstrate significant cause for concern, a request for statutory assessment/Education, Health and Care Plan will be made to the LA. A range of written evidence about the child will support the request.

### **Funding for SEN support**

Resources are provided to the school for supporting those with additional educational needs. The amount is determined by a local funding formula and is referred to as the 'notional SEN budget'. It is not a ring-fenced amount, and its use is determined as part of the school's annual budget planning. The school tracks spending on all additional educational provisions and regularly reviews the impact. The school funds special educational provision up to £6000 per pupil per year. Additional 'top-up' funding is provided for needs beyond this by the Local Authority.

### **Graduated Support Pathway (GSP)**

If a child requires additional targeted intervention that can't be provided from the resources generally available to all schools, the local authority can provide additional top-up funding from the 'high needs' block.

Shropshire schools can request additional funding through the Graduated Pathway, which will also promote a more personalised and holistic approach to meeting the additional needs of children and young people with SEN.

### **Educational, Health and Care Plans:**

Where, despite the school having taken the relevant and purposeful action described above to meet the needs of a pupil, that pupil has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment from the Local Authority. If a child's special educational needs are complex and/or severe and, despite receiving additional help through the graduated approach hasn't made progress, school can request that the local authority complete an education, health and care assessment in order to determine whether or not it is necessary to issue an EHCP.

The Local Authority undertakes an education, health and care (EHC) needs assessment to determine whether an education, health and care plan (EHCP) is required to meet the special educational needs of a child or young person with SEN. An EHCP will be necessary where the assessment identifies that a child or young person requires access to specialist provision for a prolonged period of time in order to meet their special educational needs, and to support them towards achieving greater independence in preparation for adulthood.

### **Links with other agencies and support services:**

We foster and develop links with the available support agencies and voluntary organisations, for example:

- Social Services
- Health Services – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services, Physiotherapy etc
- A comprehensive list is contained within the **School's Information Report**.

## **The role of the SENCo**

Schools must ensure that there is a qualified teacher designated as SENCo for the school, who must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

The SENCo has an important role to play with the headteacher in determining the strategic development of SEN policy and provision in the school.

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those with EHC plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

### **The key responsibilities of the SENCo may include:**

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Advising on a graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, and health and social care professionals.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with high schools to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and DHMAT 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 SEN up to date.

## **Governance through the Strategic Task Group**

### **The STG representatives will:**

Help to raise awareness of SEN issues at STG meetings.

Monitor the quality and effectiveness of SEN and disability provision within the school and update the Strategic Task Group (DHMAT) on this.

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **The headteacher**

#### **The headteacher will:**

Work with the SENCO and wellbeing team to determine the strategic development of the SEN policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **Class teachers**

#### **Each class teacher is responsible for:**

The progress and development of every pupil in their class.

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.

Ensuring they follow this SEN policy.

### **Contact details for raising concerns**

Please see our complaints policy on the website. A copy is available from the office.

### **The Local Offer**

#### **What is the Local Offer?**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

Our local authority's local offer is published at [www.shropshire.gov.uk/the-send-local-offer/](http://www.shropshire.gov.uk/the-send-local-offer/)