



# **Altrmore & Lathom Schools Federation**

## **Special Educational Needs & Disability (SEND) Policy**

## Altmore & Lathom Schools Federation SEND Policy

The Children and Families Act (2014) and the 0-25 Special Educational Needs and Disabilities Code of Practice (2014) is reflected in our policy. This policy outlines procedures used across the Altmore & Lathom Schools Federation in recognising and supporting children with Special Educational Needs and Disabilities (SEND).

### **We believe that:**

- All teachers are responsible for the planning and teaching of children with Special Educational Needs and Disabilities (SEND) within their class
- All children with SEND will be supported to reach their full potential through a differentiated curriculum which is in line with their developmental needs
- The SEND of children will normally be met in mainstream schools or settings
- The views of children should be sought and taken into account
- Parents/Carers and School work in partnership supporting their child's education and planning for the future
- Children with SEND are viewed positively by all members of the School and local community and that our inclusive provision is valued by all

It is acknowledged that children with Special Educational Needs can find it harder to learn than other children their age, they can need extra help. It is through differentiation that all children are given access to meaningful curriculum experiences, thus ensuring continuity and progression. In order for this to be carried out successfully, all staff need to have detailed information about the child.

This can be gathered by:

- Observation
- Planning
- Teaching
- Monitoring and Tracking
- Record keeping
- Identifying and assessing
- Partnership with parents and any other agencies involved with the child

### **Aims of this policy**

- To enable early identification of those children with SEND either by parents/carers, staff or outside agencies
- To outline procedures across our Federation once children's needs have been identified and to promote and maintain effective communication between all those involved with children at all times
- To ensure that there are appropriate staffing, training, resourcing and funding arrangements as required
- To encourage close partnership with parents/carers at all times
- To monitor progress in all children's learning through the *assess, plan, do and review* model
- To see children as individuals, each with specific needs and requirements that need to be heard and met
- To build children's confidence and self-esteem, encouraging them to become independent learners

### **How we support learning for all children?**

- The early identification of individual need has the greatest impact, as it allows us to work collaboratively with parents and colleagues in health and learning support services. This ensures that the appropriate support intervention is identified and put in place at the earliest opportunity.
- Through a differentiated approach, we ensure that all children are able to access appropriate opportunities that develop their life-long and learning skills.
- Progression is tracked through a range of assessment processes, including the EYFS Development Matters, Engagement Model, Developmental Journals, Pre-Key Stage Standards and the National Curriculum End of Year outcomes. This helps us to highlight any areas where additional support is needed. Termly Pupil Progress Meetings (PPMs) also support tracking of children's progress.
- We recognise the importance of listening to children and taking into account their concerns and requests
- Through SEND Consultation Meetings and PPMs we assess, plan, do, review and update individual targets for children to ensure identified outcomes are achieved. These targets include provision that is additional to or different from the differentiated curriculum plan. Parents attend review meetings and contribute to this target setting process.
- Children need to feel successful in what they do and be praised for their efforts. This raises their self-esteem. It is vital that all children are given positive feedback and that their successes are celebrated.

- For children who join our settings mid-term, a *settling-in* period of six weeks is normally given, this is managed by the SENCO, Learning Mentor, Lead SEND Practitioner and Leadership Team before any formal identification, assessment or action is taken. It is essential that any previous records and relevant information about the child are received and read by the Headteacher, Head of School, SENCO, Lead SEND Practitioner, Class teacher and other members of staff as required.
- If we have prior notice of a child with SEND, we endeavour to ensure all necessary resources are available, so that the child can be supported and can participate fully in all activities from their first day. Continued Professional Development (CPD) is arranged to inform staff about SEND issues or a particular child's needs.
- Parents know their children best – a close working partnership between parents and the setting is vital. Parent's knowledge, experience and views must always be heard, their involvement has a crucial bearing on any child's educational progress and the effectiveness of any action taken by the setting. Parents need to feel confident about the setting and their views respected. They must be informed at every stage of development, invited to all meetings and if necessary, supported by a translator. All parents must feel valued.
- We ensure that parents are kept informed of all other agencies involved with their child: Health Services, Social Services, Educational Psychology, and Learning Support Services etc. All information needs to be collated so that CPD can be arranged to inform staff about specific learning needs or medical conditions. Strategies and support can be arranged with the help of the Educational Psychology service and the Local Authority's Learning Support Services.

Monitoring, evaluating, reviewing and record keeping is an on-going process. Staff communicate, meet, support and plan with each other, ensuring that they have range of strategies to cope with issues that arise. By this whole setting approach, we ensure that there is continuity and progress leading to good achievement.

### **The role of the SENCO**

SENCOs, with the support of the Headteacher are responsible for:

- The day-to-day implementation of the SEND policy
- Co-ordinating provision for children with SEND
- Liaising with designated teachers where a Looked After child (LAC) has SEND
- Advising on a graduated approach to SEN/D support
- Liaising with the SEND Lead Practitioner
- Liaising with and supporting parents of children with SEND
- Advising on the use of the SEND delegated budget
- Overseeing the records of all children with SEND and ensuring they are up to date
- Supporting teaching staff in the delivery of an appropriately differentiated curriculum
- The management of support staff and the co-ordination of their timetables
- Contributing to and leading on staff CPD
- Liaising with external agencies and representatives of the Local Authority
- Liaising with all relevant schools to aid transition
- Co-ordinating review procedures
- Giving feedback to the Governing Body and liaising with the Inclusion Link Governor
- Working with the Headteacher and Governors on the Equality Act
- Disseminating information to school staff
- Applying for additional funding through an Education, Health and Care Plan( EHCP) for specific children with complex learning needs
- Liaising with class teachers/external agencies re. target setting
- Ensuring that the School's *Offer* is updated on an Annual basis

### **The role of the Class teacher**

The class teacher is responsible for:

- The identification of a need
- Planning for the differentiation of activities and tasks
- Providing lesson instruction, including learning outcomes for support staff
- Devising targets at initial stages
- Tracking progress by use of assessment documents
- Attending termly target setting meetings and Annual reviews where children's progress is discussed

The class teacher will be supported throughout by the SENCO and SEND Lead Practitioner

## **The role of Support Staff**

Across the Federation we have a team of SEND Support Staff, their role is vital. They work with the class teacher to ensure children have full access to the curriculum. Support Staff are involved in reviewing targets and attend review meetings when possible.

Specific responsibilities of the SEND Support Staff are to support children's learning by:

- Explaining instructions
- Motivating them
- Assisting in areas of specific difficulty and supporting individuals with particular programmes set by the Speech and Language Therapy Service (SLT), the Language Communication and Interaction Service (LCIS), the Complex Needs and Dyslexia Service, the Sensory Service, the Occupational Therapy Service, Behaviour Support, the Physiotherapy Service and following any other advice relevant to the child.
- Making and maintaining appropriate resources
- Keeping a record of progress related to specific targets
- Attending Team meetings which discuss children's progress and provide an opportunity to share ideas

## **Identification, Assessment and Review**

We use the graduated approach to the identification, assessment, monitoring and review of the SEND of children in our schools. By employing this approach - *Assessing, Planning, Doing and Reviewing*, we ensure that all children learn and make progress. Any concerns about a child may be raised by any member of staff, a parent or professional who is directly involved with the child. Following this, progress is monitored and a staged approach to identification and assessment may begin.

The trigger is the 'expression of concern' made by the class teacher, the parent or any other professional involved with the child. The class teacher will experiment with a variety of strategies, they also complete an initial concern form in order to ensure all necessary information is gathered and that all relevant personnel are informed. Strategies used to support the child will be discussed with the parents and a review date will be set to monitor progress. It is very important to involve parents in this initial concern period; they should be able to contribute information about their child at any time. Ideal opportunities are Parent's Evenings, at the beginning or the end of the school day or by attending pre-arranged meetings.

If targets have not been achieved then at the review meeting a decision is made by all involved to move to **SEND Support** (according to the *new* SEN Code of Practice). At this stage a need for intervention is discussed with parents and targets are set within a Support Plan. A review date is set to monitor progress.

## **Roles and Responsibilities**

The class teacher, SENCO and SEND lead Practitioner work together to:

- Gather evidence about the needs of the child
- Have continued discussions with parents about support at school
- Keep the child involved throughout the whole process
- Review Support Plans giving copies to parents and Support Staff working with the child
- Monitor progress made towards achieving targets
- Set a date for further review

At the review meeting with parents and all staff working with the child the focus should be on:

- Progress made by the child
- The effectiveness of the Support Plan – have achievable targets been met
- Any further action required. At this point there will be a discussion about the involvement of external specialists, as appropriate, in order to seek advice to support further progress. Parental consent has to be given for any specialists to work with their child.
- If a child needs 1:1 support then a meeting will be arranged with parents with regards to the School applying for an EHCP

Parents will be fully informed at all stages of the review process and informed of any outcomes. Throughout this process of assessment and review, the child's self-esteem is of crucial importance if progress is to be made and maintained.

## **Statutory Assessment**

When a more specific definition of a child's needs is required, or when a child's needs appear profound or complex, the Local Authority (LA) may undertake an Education, Health and Care Needs assessment, in order to determine whether it is necessary to provide an Education, Health and Care Plan (EHCP).

In this case the SENCO and Lead SEND Practitioner will:

- Co-ordinate and implement provision based on specification written in the EHCP
- Formulate a Support Plan and set a review date to monitor targets
- Support the Class teacher and Support Staff in delivering the Support Plan
- Liaise with external support agencies as appropriate
- Invite parents, external agencies and relevant staff at school to termly reviews
- Co-ordinate an annual review, inviting parents/carers and all professionals involved in the child's education

### **Training**

Our experienced SEND staff regularly update their skills and knowledge by attending relevant training courses run at school and by the Local Authority's Learning Support Services.

Recent training has included:

- Team Teach
- First Aid
- Emergency medication for prolonged seizures in Epilepsy
- Colourful Semantics
- Practical strategies to aid communication in the classroom
- Intensive interaction
- MATT group ( Movement and Turn Taking)
- Annual Child Protection and Health & Safety training

The Federation has employed a School based Speech & Language Therapist (SLT) who works for 3 days a week across the different phases throughout our Federation. She has set up and supported staff in the delivery of weekly specific Speech and Language interventions and supports us by assessing children and providing class teachers with programmes and strategies to promote language development.

LCIS is based at Lathom School and this enables a close working partnership. They support a number of children across the Federation who have a diagnosis of Autism, and those who have a diagnosis of Specific Speech and Language Disorder.

All staff, but specifically those supporting individual/groups of children have the opportunity to attend termly training and attend CPD within our settings.

### **Agencies**

We work closely with a range of outside agencies including:

- The Educational Psychology Service
- The Speech and Language Therapy Service
- The Language Communication and Interaction Service
- The Complex Needs and Dyslexia Service
- The Sensory Service
- The Occupational Therapy Service
- Behaviour Support
- The Physiotherapy Service
- The Child Development Centre (CDC)
- The School Nursing & Health Visiting Team

### **Tracking**

Children's progress is tracked using EYFS Developmental Matters, Engagement Model, National Curriculum End of Year Outcomes, The Developmental Journal and Pre Key Stage standards.

Records are updated regularly to ensure that children's needs are met by:

- Reviewing and updating targets each term with Parents, SENCO, SEND Lead Practitioner, Class teacher, Support Staff and outside agencies
- Termly assessments
- Focus observation sheets
- Reports and recommendations from external agencies
- Use of SIMS software to create the SEND register

An Annual review is held for those children who receive High Needs Funding or have an EHCP. Parents and all relevant staff and agencies are invited to contribute enabling us to provide a holistic overview of progress

and next steps. Annual reviews are *person centred*; children attend, contribute and celebrate their achievements.

### **Transition**

Prior to children starting Nursery a home visit is made by staff, including the child's key worker. If a child has been identified as having additional needs a member of the SEND team will also attend. This allows us to put in place any programmes and resources needed for a smooth transition.

During the admissions procedure, staff note names of children who exhibit behaviours which suggest possible additional learning needs. These children are then discussed with the Health Visitor to see if they are already known to services and if any support is in place.

Children transferring through each year group have a transition programme set up whereby they make daily visits to their new classroom and meet their new teacher. During these visits photos are taken and made into a transition book for them to take home during the Summer break. This practice continues for each end of year transition.

During the Summer term transition reviews are held with Parents, SENCO, SEND Lead Practitioner, class teachers, Support Staff and outside agencies. This ensures all information is shared and any specific/individual resources are in place in readiness for this transition. This is also a focus for transition through all Key Stages throughout the Federation.

As the school is located over two sites, to ensure a smooth transition from Key Stage 1 to Key Stage 2, regular visits are planned during the Summer term with visual aids to support this change. Key staff and parents meet during this time to share information regarding children.

Individual transition programmes are formulated when transitioning from Key Stage 2 to Key Stage 3. The SENCO liaises with the receiving Secondary school to implement this programme. At all stages parents are actively involved.

### **Building adaptations and Special facilities**

We are fully accessible across the Federation with adaptations made to the building that ensure that children with SEND are able to fully participate in the learning across both Schools. This conforms to current disability access legislation. The Federation has a number of toilets for disabled children or adults (two with showers) and ramped access to the front and rear of the buildings. The Federation also has a Soft play area at Altmere Children's Centre and a Sensory room located on the Altmere school site.

On both sites lifts will be available for adults or children with additional needs.

The school has an Accessibility Policy, which has been approved by Governors.

### **Disability and Discrimination Act**

The school complies fully with all requirements of the Disability and Discrimination

### **Please see below names and designations of members of Staff**

- Executive Headteacher: Sarah Rowlands has overall responsibility for SEN/D provision across the Federation
- The SEN Inclusion Link Governor: David Darko
- Special Educational Needs Co-ordinators (SENCOs): Carolyn Marles (Altmere) and Gemma Karim: (Lathom) supported by: Jan Hayzelden (SEND Lead Practitioner)
- Family Support Worker: Vicky Cunningham
- Early Help & Wellbeing: Zena Holroyd-Doveton
- Pastoral Care: Kam Panesar, Roshnee Roy, Clinton Elvis

**Updated January 2022**

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