



Stoke Lodge
Primary School

Stay Curious

SEND

Stoke Lodge Primary School

SEND Policy

Purpose of this policy:

To outline the special educational needs provision for pupils at Stoke Lodge Primary School.

Our aims:

At Stoke Lodge we have worked hard to develop provision for all pupils. We are committed to developing inclusive cultures, policies and practices to ensure our pupils receive the quality education they deserve. We actively seek to remove barriers to learning that might hinder or exclude individual pupils or groups of pupils. We believe in **EQUITY** for all.

We recognise that all children have different needs. Through our planning and assessment procedures we meet those varied needs within the classroom by careful differentiation of work. Our broad and balanced curriculum is designed to inspire all learners and encourage them to **STAY CURIOUS**. It has a strong focus on the skills required combined with the knowledge and understanding that reflects what our pupils need to believe in themselves, achieve beyond their expectations and succeed and enjoy life.

At Stoke Lodge we aim to:

- Work within the guidance provided in the SEND Code of Practice 2014, Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010.
- Ensure the SEN and Disability Act and relevant statutory guidance are implemented effectively across the school.
- Identify and provide for pupils who have special educational needs and additional needs.
- Ensure equality of opportunity for by eliminating prejudice and discrimination.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers, our SENCo and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for pupils recorded as having SEN Support.
- Ensure that pupils with SEN&D are perceived positively by all members of the school community, and that SEN&D and inclusion provision is positively valued and accessed by staff and parents/carers.



- Provide support and advice for all staff working with SEN&D children.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve pupils themselves in planning and in any decision making that affects them.
- Ensure access to the curriculum for all pupils including those with SEN&D.

Definition of Special Educational Needs:

The SEND Code of Practice (2014) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

- Has 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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.' (Section 312, Education Act, 1996)

Staff in school who work with pupils with Special Educational Needs and their Parents:

All teachers in school teach pupils with special educational needs. The following people have particular responsibilities:

- The Senior-Headteacher and SENCO ensure that the school's provision for children with additional needs is met and that children's progress is evaluated on a regular basis.
- The School Improvement
- Committee/Board of Trustees monitors and evaluates provision.

- Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's Plan Do Review targets on a regular basis.
- Teaching assistants provide specified work and carry out planned programmes of work (called 'Interventions') according to children's Plan Do Review targets.
- All other support staff (including LBS in the lunch hall) are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible. We will always let parents know as soon as we have concerns. Concerns are shared with the SENCO outlining what provision has already been tried. Following advice from the SENDCO, the pupil will be monitored and if no progress then the Graduated Approach will be implemented.

The ways in which we identify pupils have special educational needs are:

Before a child starts at the school:

- Through our links with the local authority EHCP team (formerly 0-25 Service), preschools, health visitors etc, we are able to identify children who may require more support well before they join our Reception Class.

In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools
- Information passed on from previous schools
- Information from parents

The class teacher will register concerns with the SENCO using a 'Record of Concern' form,



who will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

Children who enter mid-year or after EYFS year:

- SENCO liaises with staff from leaving school
- Staff may visit the child in leaving school
- All paper work is transferred on admission of SEN pupil

The provision we make for children with Special Educational Needs:

All children have access to a broad and balanced curriculum, which is planned to take account of any special educational needs they may have. We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies.

Special Needs Register:

When we identify that a pupil has special educational needs, and this has been discussed with parents, we place them on the Special Needs Register.

The criteria Stoke Lodge School Primary use to identify children as having a Special Educational need is detailed below:

- A child is working 2 or more years behind their peers/receiving support above and beyond that of their peers and not making adequate progress in one of the four areas of need.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to



access the same educational provision as their peers and this support is required in order for them to make adequate progress.

Children in receipt of an EHCP.

All children in school have academic targets, set regularly. If the class teacher and SENCO feel that a child needs targets in addition to the targets already in school, which address their specific Special Educational Needs, then they may be given a Plan Do Review. The targets on the Plan Do Review are based on collaboration between all the parties involved, i.e. the child, parent, SENCO, outside agencies, Teacher and Teaching Assistant. Assessments also inform the target setting.

Staff work hard to ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents are involved in putting together this plan and in reviewing it with the class teacher and/or SENCO.

Education Health Care Plan (EHCP):

The majority of children and young people with SEN or disabilities will have their needs met within mainstream early years settings or schools. Some children and young people may

require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHCP. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The Local Offer: As part of the Code of Practice, which was introduced in July 2014, 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. The Local Offer has two key purposes:



- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.

Further information about the Local Offer is located on the South Gloucestershire Council website.

Record Keeping

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- Plan Do Review targets
- The child's own views of his/her needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports •
Paediatrician Reports

Assessment

We assess all the children on the SEN Register regularly. This information is then used to inform the Plan Do Review targets. The data is also entered onto the school database, which is used to track children, data analysis and inform future SEN



provision. Children's progress is also assessed and analysed by the SENCO. We have a variety of tools that may be used in school to assess children. These may include:

- School based tracking – Arbor
- Local Authority assessments
- Phonics assessments
- Dyslexia Screening
- Specific assessments associated with Intervention Programmes being followed.
- SEMH screeners
- Sensory audits

Raising Standards Meetings also take place between the Senior Leadership Team and class teachers. Individual pupils are discussed, any concerns highlighted, and action taken.

Information management:

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on. We ensure that all staff in school are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of Edukey or provision maps. We ensure that all information is passed on to new class teachers through our own internal transfer system. We ensure that children's needs are reviewed regularly. Their targets are reviewed and new targets are set every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

Working with Parents:

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we aim to involve parents with:

- Review meetings and discussions about their child's progress.
- Homework arrangements.
- Sharing information through the SEN section on the website.
- Parents evenings
- Organised training courses for parents
- Annual review meetings for those children with an EHCP.
- Developing an 'open door' ethos towards parents, which welcomes and values their views.



- A SENCO and Family Link Worker available to meet/speak with parents.
- Linking with and relevant voluntary organisations, for example Southern Brooks.

Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we aim to:

- Involve pupils in their target setting.
- Enable pupils to express their feelings about how their needs are being met.
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies.
- Encourage pupils to become involved in the wider life of the school.

Working with Support Services:

We have a range of Support Services in that we can call upon to give us advice, support and training on SEN.

In our school we have involvement from:

- Specialist staff from within the Olympus Academy Trust
- South Gloucestershire EHCP Team (formerly 0-25 Service)
- Inclusion Support (Traded Service)
- Behaviour Support (Traded Service)
- Speech and Language Therapy Service
- Education Psychology Service (Traded Service)
- CAMHs
- Specialist teachers for sensory impairments
- Special schools
- Avon and Wiltshire Mental Health Team

Links with the Local Community:

We believe that school has an important part to play within the local community. We are involved in:



- The use of school premises for out of school activities.
- Running training courses for the community.
- Links with local business.
- Involvement of local services e.g. police.
- Links with local 'cluster' schools.

Supportive Parents:

"Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire. We are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs. We provide you with all the information you need to understand the Special Educational Needs and Disabilities (SEND) process and improve your, or your child's, educational experience." (www.supportiveparents.org.uk) In our school we:

- Publicise Supportive Parents' Services and how to contact them.
- Publicise the range of information for parents published by Supportive Parents Services and how parents can access them.

The Health Service and Social Service:

Many pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together. In our school we:

- Liaise closely with professionals from the Health Service such as GPs, Paediatricians, Health Visitors and school Nurses to seek advice and support for pupils.
- Ensure information on pupils' needs is shared amongst professionals. Involve Health and Social Services professionals in reporting on pupils' needs and progress, and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Health Care plans.

Admission to School:

The Olympus Academy Trust policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible and practical, that we have put in place arrangements to support a pupil's needs.



Our School Access Plan:

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years. Our Accessibility Plan describes how we intend to do this and is available for inspection.

How we develop staff knowledge and skills:

The SENCO gathers information regularly to help identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
- Mentoring / coaching
- Job shadowing
- Visits to/links with other schools, including special schools
- Training arranged through the Trust family of schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

How we evaluate our SEN policy:

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEN.

- Parent's views are sought through questionnaires and parent meetings
- The progress of pupils with SEN is measured.
- External support services are used if a need is identified. Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its staff to meet the full range of SEN within the school.
- All pupils are encouraged to participate fully in the life of the school



How we deal with complaints:

We are always here to listen and discuss any concerns you may have about your child's progress or difficulties. You should initially discuss any concerns with your child's class teacher. If you are still unhappy about your child's progress then please contact the Senior Deputy Headteacher or SENDCo by telephone on 01454 866772 or by email at SLPenquiries@olympustrust.co.uk or SLP-SENDCO@olympustrust.co.uk. If you continue to feel that your concerns are not being managed then please contact the Senior Headteacher or the Board of Governors.



Glossary of SEND terms:

Annual Review	Review of EHC Plan that must occur at least annually.
Code of Practice	Guidance document produce by the Department for Education on how to identify, assess and provide for children with SEND.
Early Years Action/Action Plus	Special educational provision for preschool children.
Educational Psychologist (EP)	Person employed by the local authority or school to assess and advise on a child's learning difficulty.
Education, Health, Care Plan (EHCP)	The purpose of this in to make provision to meet the needs of the child or young person and ensure the best possible outcomes for them. This replaces the statement.
Local Authority (LA)	The local body responsible for schools, and for assessing and providing for children with SEN.
Learning Difficulty	Significantly greater difficulty in learning that children of the same age, or disability, which hinders use of general educational facilities.
Mainstream School	A school that caters for all pupils, including those with SEN.
Preferred School	A school chosen by parents where the local authority must consider placing your child.

Special Educational Needs and Disabilities (SEND)	A child has SEN if they have a learning difficulty that requires special educational provision.
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Special Educational Provision	Additional or different education for children with SEN.
SENCO/SENDKO	A member of staff who has responsibility for co-ordination SEN provision.
Special School	A school that caters for children with EHCP's.

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Senior Headteacher – Will Ferris

SENDKO – Shelley Trigg