



# **Special Educational Needs and/or Disability Policy (SEND)**

**September 2024**

- 1. Introduction**
- 2. Definition of Special Educational Needs and Disabilities (SEND)**
- 3. Four Categories for SEND – Broad Areas of Need**
- 4. Talking about SEND: Who to talk to and how to contact us – the SEND TEAM**
- 5. Role of the Special Educational Needs Co-ordinator (SENCO)**
- 6. St Luke's Park Primary School's SEND Intent**
- 7. St Luke's Park Primary School's SEND Implementation**
- 8. St Luke's Park Primary School's SEND Impact**
- 9. The Graduated Approach**
- 10. SEND support group/SEND register**
- 11. Responsibilities of class teacher**
- 12. SEND Governor**
- 13. Admissions**
- 14. Transition from Preschool/Nursery to Early Years Reception Class:**
- 15. Criteria for exiting the SEN Register**
- 16. Equal opportunities**
- 17. Concerns/complaints**

## **1. Introduction**

The Eveleigh LINK Academy Trust welcomes all children regardless of ability to engage fully in their own learning and to contribute equally to the school community. We invite all families to work with us to nurture enjoyment, success and independence.

It is important for us to know all our children well and to address additional needs as early as possible in order to minimise their long term impact.

## **2. Definition of Special Educational Needs and Disabilities (SEND)**

At St Luke's Park Primary School, we use the definition for SEND and for disability from the SEND Code of Practice (2015) which states:

**SEN:** "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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England"

**Disability:** "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."

We feel that children benefit enormously when school and home form a strong bond, creating trusting relationships whereby parents and carers feel incredibly confident that their child is safe in our school, receiving educational provision that meets their individual profile. To do this we invite ongoing dialogue with you and your children about their needs and how we can work together to best support them.

## **3. Four Categories for SEND – Broad Areas of Need**

- ***Communication and Interaction***, including
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
- ***Cognition and Learning***; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
  - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment).
  - SpLD (Specific Learning Difficulties affecting one or more specific aspects

of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

➤ ***Social, Emotional and Mental Health Difficulties.***

Children and young people may experience a wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and/or disruptive behaviour. They may reflect underlying mental health, conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

This category also includes;

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

➤ ***Sensory and/or Physical Needs***, including

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

#### **4. Talking about SEND: Who to talk to and how to contact us – the SEND TEAM**

All class teachers (CTs) are experienced and knowledgeable in providing for special educational needs and as such are members of the SEND team. You may request an appointment in person to discuss your child's needs by phone or email to meet with your child's class teacher to discuss any concerns you may have.

- Telephone: 01268 436 050
- Email: [admin@stlukesparkprimary.com](mailto:admin@stlukesparkprimary.com)

CTs are not available for unscheduled meetings before school however as they are involved in preparing for the day's activities at this time. CTs may also invite you in to discuss your child's needs as matters arise.

The SENCO who is responsible for the operation of SEND policy and the co-ordination of provision made to support individual pupils with SEND is Ms Kendall-Hobbs.

- Telephone: 01268 436 050
- Email: [admin@stlukesparkprimary.com](mailto:admin@stlukesparkprimary.com)

#### **5. Role of the Special Educational Needs Co-ordinator (SENCO):**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEND support group register;
- reviews school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as a link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.
- contributes to or arranges the training of class and SEND LSAs and conducts performance management of some SEND LSAs
- has responsibility for storing, managing and keeping SEND records. Each child has a central file in a locked filing cabinet, which holds all of the important information about each pupil on the SEND Register. Relevant staff may access this with permission. When a child transfers to a new school all relevant information is passed on.

The rest of the SEND team includes Learning Support Assistants (LSAs) and a SEND admin assistant.

- Class LSAs – help children with classroom activities and work closely with the teacher to provide adjusted (differentiated) experiences to suit all levels of learning
- 1:1 LSAs – assigned to work with selected children who have particularly complex needs. These children may have 'Statements' or 'Education, Health and Care Plans' (See 'Graduated Approach').

Our experienced LSA team are trained in delivering interventions and to use a wide range of resources and strategies. They are continually extending their expertise by attending externally run courses and in-house training.

#### **6. St Luke's Park Primary School's SEND Intent:**

- To offer **all** children access to a challenging creative curriculum which incorporates the National Curriculum and areas of learning from the Foundation Stage Curriculum.
- To provide a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- To encourage children to become independent learners enabling them to respond to new challenges and apply their learning to new situations.

- To foster in the children a sense of belonging and promote acceptable behaviour in the school community.
- To encourage the children to value their achievements and to strive to improve on their personal best.
- To uphold the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – our curriculum is designed to be ambitious and to meet their needs.
- To uphold the intent that all learners study the full curriculum by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary.
- To comply with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.

#### **7. St Luke’s Park Primary School’s SEND Implementation:**

- Teachers have good knowledge of the children they teach and the individual needs that present within their classroom. The SENCO provides effective support for CTs that are teaching needs of children outside their main areas of expertise, via training and coaching, both on a group and 1:1 basis.
- CTs check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In response to this, they adapt their teaching as necessary, which may require differentiated approaches to concepts being taught.
- CTs endeavour to help learners to remember content they have been taught over a long term period, implementing additional strategies where necessary to support and develop this skill in all children, including those with additional educational needs.
- CTs, Leaders and the SENCO use assessment data effectively to help identify areas of need as soon as possible to minimise long term impact on individual children. This information is then used to inform and adapt teaching to meet individual needs.
- Where necessary, if a child is working within a year group which differs from their chronological age, an assessment tool is used which assesses against Key Performance Indicators within the differing year group. This allows accurate assessment of progress and aids identification of possible additional need.
- A rigorous ‘Assess, Plan, Do, Review’ cycle is implemented for all children on the SEND register. This ensures that each child has a personal plan of targets and provision, based on the assessment of their individual needs. This cycle is reviewed at least 3 times annually, with each stage communicated effectively to parents/carers with the aim and intent that they will be involved at every stage of the cycle.
- CTs create an environment that promotes focus of **all** learners, providing additional and differentiated resources where necessary to support learning.
- Teaching of reading is a huge focus for **every** child regardless of academic ability or need, aimed at developing learners’ confidence and enjoyment in reading. This incorporates an extensive range of approaches, beginning with a love of being read to by another and the sharing of books and pictures.
- We have excellent working relationships with all our local secondary schools. Programmes vary but in each case schools welcome us when we ask for additional visits to enable SEND pupils to accustom themselves to the demands of their new environment. Each secondary school sends support specialists to meet with children here at St Luke’s Park Primary during the preceding summer term, and arrange taster sessions and parent evenings to ensure a smooth transition is implemented.

8. **St Luke's Park Primary School's SEND Impact:**

- Where possible, barriers to learning are identified early, responded to and minimised, allowing all our learners to develop knowledge and skills across the curriculum.
- Where a child's needs are complex and a separate, individual curriculum is created and implemented, their provision has an impact on their own personal development by evidencing progress in the areas of focus. This may include areas within a classic academic profile regarding maths, reading or writing, or those concerning areas such as motivation, anticipation, self-confidence, social and emotional areas of communication and speech and language.
- St Luke's Park Primary endeavours to use its effective welcoming and inclusive practise and careful planning for transition to ensure learners are ready for the next stage of education, supporting them to go on to destinations that meet their interests and aspirations. This includes support for parents and carers in the discussion of any possible options on specialist school placements.

9. **The Graduated Approach**

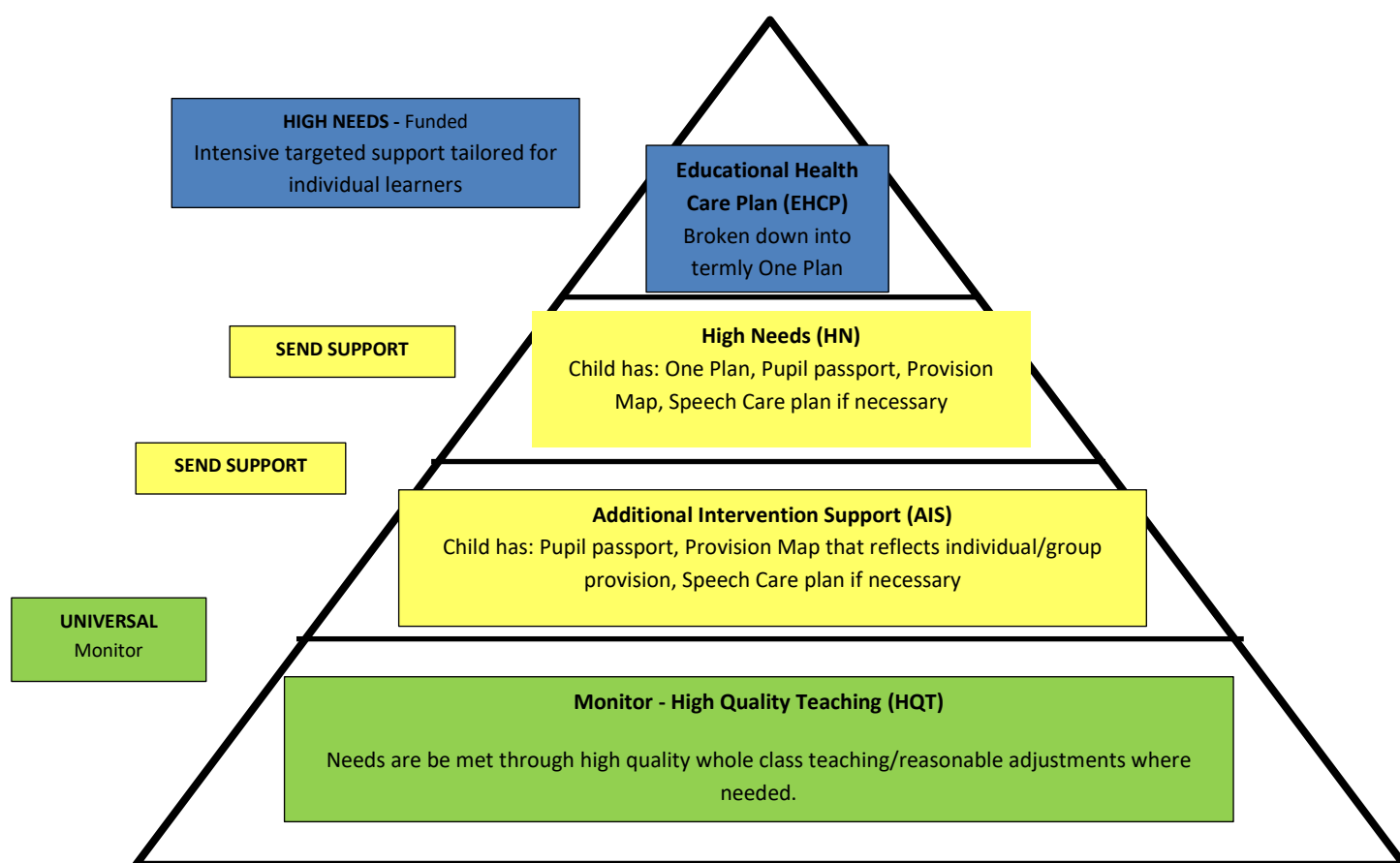
The Code of Practice (2015) has the following definition of the graduated approach:

'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing'

(p. 280).

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Like all schools, we have a 'graduated response' to meeting pupils' needs:



## **10. SEND support group/SEND register**

Children are included in our 'SEND support group' if they need additional intervention support in addition to HQT (are placed within yellow or blue bands in triangle above). This means they are recorded on our SEND register. All parents are invited to discuss their child's progress with the class teacher in the Autumn and Spring term at formal parent consultation meetings. Should it become apparent that your child needs additional support you will be informed. A Provision Map is created by your child's CT for every child on the SEND register. This clearly reflects the 'Assess, Plan, Do, Review' cycle which personally outlines provision your child receives, based upon ongoing assessment.

If your child needs ongoing support and more complex needs are present, they may require a One Planning document and you will be invited to discuss their needs with SENCO once each term. Children are encouraged to engage with this discussion as far as possible. A 'Provision Map' is also created by the CT which highlights your child's needs and the strategies and approaches in place.

While most children will progress through our graduated levels of support, some pupils, whose needs have or haven't already been formally diagnosed, have more complex requirements. If we feel that your child does not seem to be making good progress despite the additional intervention support offered, we may suggest that we try to access a higher level of support through an 'Education, Health and Care Plan'. This replaces the 'Statement of Educational



Needs' from September 2014. This is a statutory process which involves applying to our local authority for additional support.

The Essex Educational Psychology Service has provided schools with 'Provision Guidance' which helps teachers and SENCOs to select appropriate strategies and determine the level of support your child requires.

'With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions.'

Code of Practice 0-25 (2015) Page 28.

### **11. Responsibilities of class teacher**

- Identify each child's needs and skill levels and plan to match these needs to ensure progress
- Create a Provision for Map for each child on the SEND register within their class and rigorously follow the 'Assess, Plan, Do, Review' cycle
- Meet termly with the SENCO to review Provision maps and One planning documents
- Read the child's personal file and any associated reports
- Advise the parents or carers of any concerns
- Identify the changing needs of all pupils as they progress through school and address these changes quickly
- Contribute to behaviour logs where necessary
- Display and provide visual timetables for all the class
- Provide reports for outside agencies, in liaison with the SENCO
- Monitor and assess progress and maintain appropriate records
- Ensure that delivery of the curriculum allows each child to experience success
- Fulfil all duties required by the class teacher as defined by the Code of Practice
- Ensure a SEND friendly classroom is provide

### **12. SEND Governor:**

The SEND Governor and is responsible for raising awareness of SEN issues at governing body meetings. Mr Woods works closely with the SENCO to gain a clear working knowledge of the SEND Code of Practice and be aware of their school's systems for SEND provision.

The SEND Governor supports the SENCO to:

- Ensure that the school's SEN budget is appropriately allocated to support pupils with SEN.
- Give up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Help to review the school's policy on provision for pupils with SEND

### **13. Admissions**

St Luke's Park Primary School welcomes all children, including those with special educational needs and disabilities. We aim to be fully inclusive. Children with SEND are admitted to school under the same arrangements as all other children, in accordance with our Admissions Policy.

### **14. Transition from Preschool/Nursery to Early Years Reception Class:**

The Early Years Lead or SENCO will contact each feeder preschool/nursery to discuss any individual's special educational/health needs. If the child has any identified special educational needs the staff work closely with the family and setting to ensure the child's needs are met. The children and their families are invited into school on a number of occasions to meet the staff and familiarise themselves with the setting. Families will be invited to discuss any medical needs with the SENCO and an Individual Care Plan will be written to support the child when they start school where needed.

Children identified with SEND receive a transition package which will suit their requirements, this could include:

- Staff making a transition booklet, which would include pictures of staff and different areas of learning. The child would then be able to look at the book at home with an adult and familiarise themselves with the setting before starting school.
- Staff attending transition or review meetings before a child starts.
- Staff visiting the child in their own setting
- A carefully tailored starting school package which may include graduated start where required
- Meetings with parents and carers.
- Making slight changes to preschool/nursery provision in the summer term to prepare the child for full days in school.
- If necessary, the SENCO will contact external agencies for support.

### **15. Criteria for exiting the SEND Register**

A child may be removed from the SEND Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEN Support. If a child is taken off of the SEND Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

## **16. Equal opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## **17. Concerns/complaints**

We are committed to having an 'open door' policy; the Headteacher / SENCO and class teachers are available to parents to discuss concerns. Please contact the office to make an appointment if an in depth discussion is required. We will always do our very best to resolve any situations where a parent is dissatisfied, but if parents feel that their issue is not resolved, they may see a detailed copy of our Complaints Policy on the school and trust's websites.