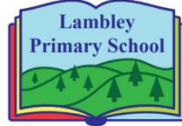


Lambley Primary School



*Be Ready, Be Respectful, Be Resilient*

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

**Policy on Special Educational Needs and Disabilities (SEND)**

## **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN\* if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

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 special educational provision was not made for them.

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.

### **1 Introduction**

- 1.1 This policy was reviewed and updated in September 2022. It is written in line with the revised Code of Practice.
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.6 The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. **Please refer to Appendix 1 for the Lambley Primary School Local Offer.** A link to our Local Offer is also available on the School website.

### **Mission statement**

At Lambley Primary School we welcome children with special educational needs and disabilities and will make sure that all children will be valued equally within a climate of warmth and support.

Every pupil with Special Educational Needs and Disabilities (SEND) has an entitlement to fulfil his/her optimum potential. We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential within the school setting. The National Curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a variety of activities to help minimise or overcome barriers to their learning.

We are committed to ensuring:

- that all pupils are fully integrated into the school community and engaged in school activities;
- reasonable adjustments are made so that children with SEND are not at a disadvantage compared to other pupils.

This is achieved through our commitment to providing the best possible learning environment for all our pupils needs.

## **2 Aims and objectives**

2.1 The aims and objectives of this policy are:

- to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*
- promote a positive attitude towards pupils with SEND amongst the school community;
- to ensure pupils with an SEND develop a positive attitude to learning and life;
- ensure that all pupils have equal access to a broad and balanced curriculum including the provision of basic life skills;
- provide a curriculum appropriate to the individual's needs and ability;
- ensure that pupils with an SEND take as full a part as possible in all school activities;
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- ensure that pupils with an SEND are involved, where practicable, in decisions affecting their future provision;
- ensure that Parents/Carers of pupils with an SEND are fully involved in decision making and receipt of information regarding their child's progress, attainment, successes and well-being;
- ensure Parents/Carers are clear about what is expected of all partners in the process.

We recognise that many pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to reach their full potential within their setting.

We aim to provide the following to ensure progress within every child's education:

- an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to access fully all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

### **3 Educational inclusion**

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- Following the Quality First Teaching document for strategies to implement in a classroom setting to support individual needs and challenges, which can also benefit whole class teaching.
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning, this can be at times supported by our ELSA (Emotional Literacy Support Assistant)

### **4 Special educational needs**

4.1 Children with special educational needs may have challenges that call for special provision to be made. All children may have special needs at some time in their lives.

Children are recognised as potentially having a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their

prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

- 4.3 If our assessments identify that a child may have a learning difficulty, or that they are not making expected progress, we use a range of interventions and support strategies ensuring that the standards of the 'Every Child Matters agenda' (ECM) are fulfilled. Thus ensuring that basic needs are met and that pupils feel happy and listened to at school and encouraging academic progress to be made.

Our provision is given to children through differentiated levels of support (See below and Appendix 4). It is possible for children to be moved amongst the differing levels of support, depending on children's severity and altering needs. This is at the Class Teacher's and SENCo's discretion and will depend on the amount of academic progress made.

### **Level 1 Class Concern**

Children who have been identified as not making expected progress are supported through quality first teaching, gaps are identified and appropriate in class support is put in place. They are placed at Level 1 on the Graduated response for SEND. Our pupils at Level 1 are highlighted as Green on our class tracking document. Pupils at this level may require individual in class or small group intervention, or support of a different nature. This is done through the use of in class interventions or through the deployment of support within the classroom. The class teacher will keep parents informed and draw upon them for additional information.

If level 1 support is not providing adequate means of progress, then movement through our Graduated Response may take place. This will be done in partnership with the schools SENCo and class teacher to decide the best course of action.

### **Level 2 SEN Concern**

If a child is still not making the expected progress with the additional interventions at Level 1, then they may be placed, with the SENCo's support to Level 2 *SEN Concern*. The SENCo will support the class teacher in gathering information and will help to co-ordinate the child's provision, working with the child's parents or carers, teachers, subject leaders and support staff. Our pupils at Level 2 are highlighted as Amber on our class tracking document. Pupils at this level may require individual in class or group intervention. Additional support of a different nature may also be required. This is done through the use of small group intervention with a clear target and expected outcome. Targets are tracked by Class Teacher and new targets given, if necessary once a target has been achieved. Parents are informed if their child requires Level 2 intervention support.

If level 2 support is not providing supporting adequate means of progress, then movement through our Graduated Response may continue. With parental consent, the SENCo may take the needs of the child to an external multi agency meeting to

request support. If an external agency feel that they are able to offer support and subsequently a programme of work then the child will be moved to Level 3.

### **Level 3 SEND Support**

If a child still does not make expected progress with the support given through Level 2 (SEN Concern, Amber tracking), then the decision may be made along with teachers, parents and SENCo to contact external agencies for additional advice and support and to place them at Level 3.

To be at Level 3 the child must be accessing additional support from outside agencies as gaps or social and emotional challenges may be evident.

In extreme circumstances the school may apply for the child to receive external funding to support their needs within school. At level 3 the SENCO will hold a minimum of termly review meetings with the child's parents, agencies who are actively involved and the child's class teacher to discuss progress and set new achievable targets. Our pupils at Level 3 are highlighted as Red on our class tracking document. Pupils at this level will require individual in class or group or 1:1 intervention.

At each level of support, the SENCo, if not already involved, will be informed of the change in Levels for each child, this will ensure that there is a thorough monitoring of progress by the SENCo and Class Teacher, and also monitoring of the effectiveness of the support that is in place. Further discussions will be made regarding the progress of the child.

### **Level 4 Formalised support**

Children who are at level 4 have a formally recognised plan in place issued by the Local authority. For example, an Education Health and Care Plan (EHCP). Children who have an EHCP are supported in accordance to the contents of the plan. Children with an EHCP will have termly review meetings where all agencies will get together to discuss progress, next steps and transition.

- 4.4 If a Teacher suspects that a child may have problems relating to Dyslexia they can take their concerns to the SENCo. Diagnosis of Dyslexia is not possible within the educational setting but a *probability* of dyslexia could be identified if we feel that this would be beneficial. At this stage the child will automatically be identified as Level 1 on our graduated response, ensuring that their needs are met by quality first teaching and concerns raised with parents.
- 4.5 Teachers record on their own class personalised recording document, strategies used to support each child who require additional support. The overview sheet will show the next steps in order to support future progress of learning.  
This will also incorporate the teaching strategies used and the frequency of any intervention used.
- 4.6 For children who are at *Level 2* on the SEN provision children are highlighted as Amber an intervention monitoring form is used to track the progress of each child.

At the start of the intervention children are given a clear SMART target given to them by their teacher in which they work towards throughout the intervention. Application of the specific skill during independent work is on way in which teachers assess the effectiveness of the intervention.

If at the end of the intervention, or after a sequence of specific intervention support it is identified that the support is not providing children with the correct opportunities to make the expected progress, it may be decided that support is needed from outside services. We will consult parents prior to any further support being discussed. In most cases if agencies agree to become involved, children will be seen and supported in school by external support services.

This enhanced level of support is referred to as *Level 3* (SEND concern, Red on the tracking document). A request for support by school for external services will be made if applicable.

- 4.7 If the child continues to demonstrate **significant** cause for concern, a request for statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request. If the referral for a statutory assessment is successful, as a school we will support the process of an EHCP being completed and will communicate with external agencies to ensure that as a school we are able to support individual children's needs.
- 4.8 In our school, the SENCo and Assistant SENCo:
- manage the day-to-day operation of the policy;
  - co-ordinate the provision for and manage the responses to children's special needs;
  - support and advise colleagues;
  - oversee the records of all children with special educational needs;
  - act as the link with parents;
  - act as the link with external agencies and other support agencies;
  - monitor and evaluate the special educational needs provision, and report to the governing body;
  - manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs; contribute to the professional development of all staff.

## **5 The role of the governing body**

- 5.1 The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools. The SENCO is held to account by the Link Governor to ensure that parents are notified of any decision by the school that SEN provision is to be made for their child.
- 5.3 The Governing Body has identified a link governor to have specific oversight of the school's provision for pupils with special educational needs.



- 5.4 The Governor with responsibilities for SEND ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- 6.1 The Head Teacher and SENCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHC).
- 6.2 The Head teacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed.
- 6.3 The Head teacher and the SENCo meet annually to agree on how to use funds directly related to Education, Health and Care Plan (EHCP).

## **7 Assessment (Please see Appendix 2: SEN Identification Document)**

All schools are required to make reasonable adjustments for pupils with disabilities (please see section 1 for the definition of Disability). Assessment of progress should take into consideration and judgements should be based on what disabled pupils can do when reasonable adjustments have been put in place. For example, reducing anxiety by providing a quiet learning space, or allowing time to process instructions.

- 7.1 Early identification is vital. Identification usually takes place through Teacher and support staff observations. The class teacher will inform the parents and SENCo at the earliest opportunity to alert them to concerns and enlist their active help and participation. Class Teachers will discuss their concerns with the SENCo or the Assistant SENCo. The SENCo and Assistant SENCo may if necessary informally observe the child and hold discussions with the class teacher with regard to potential movement onto the Graduated Response. Time is given during weekly staff meetings for staff to raise any concerns they may have regarding a child's progress or social interactions. An email is sent to the SENCO, who may conduct an informal observation on the child to support the teacher with any additional support the child may require in the classroom to ensure quality first teaching is effective.
- 7.2 The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 Children suspected of having dyslexia will be assessed and supported in line with our Dyslexia support interventions throughout school.
- 7.4 The SENCo and Assistant SENCo will work closely with parents and teachers to plan an appropriate programme of support.
- 7.5 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

- 7.6 The LA seeks a range of advice before making a formal Statement or Education Health Care Plan (EHCP). The needs and the views of the child are considered to be paramount in this.

## **8 Access to the curriculum**

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning Intentions (LI); we use a variety of teaching methods to support children's learning, every lesson includes many forms of different visual representation to help children see clearly the aim of their learning. Where necessary we differentiate work appropriately, and we use assessment to inform the next stage of learning. Teachers complete a 'Quality First Teaching' document highlighting all of the strategies they have used in the classroom.
- 8.3 Once a child's progress becomes an SEN Concern (Level 2) the SENCo is informed of strategies and interventions that are being used to enhance the learning and progress of the child. Each pupil at Amber is tracked closely and evidence of progress is identified through the use of the independent application of skills during independent activities set by the class teacher. Children who have previously been at Level 3 automatically move to level 2 once they no longer meet the requirements for Level 3 support. All children at level 2 or above on the Graduated Response will have their interventions closely monitored to ensure that progress is being made and that the intervention is relevant to the specific needs of
- 8.4 Once a child is at SEND Support (Level 3; tracked Red on the class tracking document.) Discussions will be held with parents and a history of the child's needs are discussed. This could be relevant health implications or social elements that may be relevant and potentially causing a barrier to progress. A support Plan is put in place and discussed at each SEN review meeting which is held with parents/carers. Targets for pupils are discussed along with the effectiveness of interventions and support. The support is timetabled throughout the school week along with the frequency of support.
- 8.5 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with parents**

- 9.1 The school works closely with all parents and we encourage an active partnership through on-going dialogue.
- 9.2 A named governor takes a particular interest in Educational Special Needs and is always willing to talk to parents.
- 9.3 We have a minimum of termly opportunities to share the progress of all children with their parents through SEN review meetings. Children on SEND Support (Levels 3, tracked Red) or Formalised Support (Level 4) have termly SEN reviews. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Children at SEND Concern (level 2, Amber tracked) have discussions with parents addressing and sharing concerns, progress and interventions. A phone call is made informing parents of any interventions their child may be accessing to ensure that parents are aware of their child's needs and are therefore able to support their child at home.

## **10 Pupil participation**

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Where necessary, children in KS1 and KS2 will have social support groups for example: Socially Speaking or Circle of Friends or other social supporting groups. We also use our ELSA in school to check in and support pupils across school. Set time is given to our ELSA for intervention or 1:1 in a private space to enable our pupils to feel safe to discuss their concerns, problems or difficulties they are facing. Children with emotional needs or anxiety related difficulties are supported by our ELSA

## **11 Monitoring and review**

- 11.1 The SENCo and Assistant SENCo monitor the movement of children within the SEND system in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENCo and Assistant SENCo are involved in supporting teachers developing effective support for pupils who may have a Special Educational Need, support is given to potentially adapt classroom environments or teaching strategies to ensure quality first teaching is having the desired impact in supporting the progress of individual pupils. If progress is still not at the expected rate after recommendations have been made, then discussions regarding interventions may take place. The SENCo and Assistant SENCo will monitor the progress of all children who are on level 2 or 3 (highlighted as Amber or Red on the tracking document) ensure suitable support is in place to support progress in all areas of a pupils school life – academic, social and emotional.

Monitoring of the Interventions is done through the baseline assessments, application of independent skills, and then compared to the exit data at the end of each intervention.

- 11.3 The SENCo and the head teacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold regular meetings.
- 11.4 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the full governing body.

## **Appendix 1: Local Offer**

### **The Lambley Primary School Local Offer**

#### **How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

All staff at Lambley Primary School work together to help identify pupils who they feel may require extra help. Lambley Primary School has 4 levels of response in order to support children who could potentially have a Special Educational Need.

#### **Level 1 Class Concern (Green on the tracking document)**

Children who have been identified as not making expected progress are supported through quality first teaching, gaps are identified and appropriate in class support is put in place. They are placed at Level 1 on the Graduated response for SEND. Our pupils at Level 1 are highlighted as Green on our class tracking document. Pupils at this level may require individual in class or small group intervention, or support of a different nature. This is done through the use of in class interventions or through the deployment of support within the classroom. The class teacher will keep parents informed and draw upon them for additional information.

If level 1 support is not providing adequate means of progress, then movement through our Graduated Response may take place. This will be done in partnership with the schools SENCo and class teacher to decide the best course of action.

#### **Level 2 SEN Concern (Identified as Amber on the tracking document)**

If a child is still not making the expected progress with the additional interventions at Level 1, then they may be placed, with the SENCo's support to Level 2 *SEN Concern*. The SENCo will support the class teacher in gathering information and will help to co-ordinate the child's provision, working with the child's parents or carers, teachers, subject leaders and support staff. Our pupils at Level 2 are highlighted as Amber on our class tracking document. Pupils at this level may require individual in class or group intervention. Additional support of a different nature may also be required. This is done through the use of small group intervention with a clear target and expected outcome. Targets are tracked by Class Teacher and new targets given, if necessary once a target has been achieved. Parents are informed if their child requires Level 2 intervention support.

If level 2 support is not providing supporting adequate means of progress, then movement through our Graduated Response may continue. With parental consent, the SENCo may take the needs of the child to an external multi agency meeting to request support. If an external agency feel that they are able to offer support and subsequently a programme of work then the child will be moved to Level 3.

#### **Level 3 SEND Support (tracked as Red on the tracking document)**

If a child still does not make expected progress with the support given through Level 2 (SEN Concern, Amber tracking), then the decision may be made along with

teachers, parents and SENCo to contact external agencies for additional advice and support and to place them at Level 3.

To be at Level 3 the child must be accessing additional support from outside agencies as gaps or social and emotional challenges may be evident.

In extreme circumstances the school may apply for the child to receive external funding to support their needs within school. At level 3 the SENCO will hold a minimum of termly review meetings with the child's parents, agencies who are actively involved and the child's class teacher to discuss progress and set new achievable targets. Our pupils at Level 3 are highlighted as Red on our class tracking document. Pupils at this level will require individual in class or group or 1:1 intervention.

**At each level of support, the SENCo, if not already involved, will be informed of the change in Levels for each child, this will ensure that there is a thorough monitoring of progress by the SENCo and Class Teacher, and also monitoring of the effectiveness of the support that is in place. Further discussions will be made regarding the progress of the child. Level 4 Formalised Support**

Children who are at level 4 have a formally recognised plan in place issued by the Local authority. For example, an Education, Health and Care Plan (EHCP). Children who have an EHCP are supported in accordance to the contents of the plan. Children with an EHCP will have termly review meetings where all agencies will get together to discuss progress, next steps and transition.

The schools' SENCo (Special Educational Needs Co-ordinator) and Assistant SENCo work collaboratively throughout the year meeting with the SENCo's from our Family of schools at least once a term to discuss funding and different issues in relation to children with Special Educational Needs. In addition to this, we also meet at Springboard meetings where Local Authority resources are allocated termly.

The schools within our family are:

- Manor Park Infants - Calverton
- Sir John Sherbrooke Juniors – Calverton
- St Wilfrid's C of E Primary School – Calverton
- Lowdham Primary School - Lowdham
- Woodborough Woods Foundation Primary School - Woodborough
- Colonel Frank Seely - Calverton

Parents with concerns about their child's educational or social progress are encouraged to discuss this with their child's class teacher.

### **What kinds of special educational needs does the school make provision for?**

Lambley Primary school is a small village school. Although we are not a specialist in any area of Special Educational Needs, we have a strong ethos of inclusion.

We aim to provide every child with access to a broad, balanced and appropriate education. We seek to provide a safe, challenging and stimulating educational environment in which pupils;

- i. See learning as exciting and worthwhile.

- ii. Maximise their academic and social potential.
- iii. Are motivated to develop a responsible and caring attitude.
- iv. Encompass the outcome of Every Child Matters.

### **What training have staff supporting special educational needs had and what is planned?**

At Lambley Primary, where possible we offer the opportunity for continued professional development to all staff.

Support staff and Teachers receive on the job training by specialists to ensure that they are able to provide the care and support needed for individual pupils.

- Diabetic training (Type 1) and support for individual medical care needs.
- Our Level 3 Teaching Assistant is trained in Dyslexia Screening for pupils who may potentially be at risk of dyslexia.
- We currently have a trained ELSA at Lambley, who is also our mental health lead in school
- Physio and occupational therapy under the support of the healthcare professionals working with individual pupils
- Speech and Language support for pupils who require a personalised SALT intervention. This is supported by Speech and language professionals.
- The SENCO attends regular and relevant training to enable the role to be fulfilled to a high level, staff needs supported and children's educational needs supported.

In addition to the above training staff are trained to deliver a wide range of interventions, including:

#### Literacy Interventions, including:

1. Phonics – Little Wandle
  2. Little Wandle catch up and keep up interventions
  3. Switch On
  4. Toe by Toe
  5. Write Away Together
  6. Dyslexia support programmes
- Numeracy Interventions, including
    1. NUMICON
    2. Plus 1, Power of 2
    3. 5 minute box
  - Physical Intervention
    1. Exercises under the direction of a physiotherapist

### **Future training:**

Named staff are trained in CRB (Challenging Risky Behaviour). Staff receive regular updates to emergency first aid training. A Level 3 Teaching Assistant has Paediatric First Aid Training and all staff members have First Aid at Work Training.

### **What is the school's approach to teaching pupils with special educational needs?**

The class teacher remains responsible for working with pupils on a daily basis. Within this capacity they approach the teaching of all pupils to enable them to achieve the best they possibly can.

To achieve this, work can be differentiated in several ways:

- Task; by providing tasks to match ability and need as appropriate.
- Resources; by providing different resources to support pupils in their tasks as appropriate to their ability and needs.
- Outcome; through the expectation of the end result of the task.
- Support; through an adult working with an individual or group of children as appropriate to their ability and need. This could be support by the teacher or a teaching assistant.

Teaching can also be supported through the use of provision mapping which detail very specific targets for pupils to work towards. These targets could be worked on at designated times or as part of the pupils focus during their tasked activity. Additionally, focus interventions may be arranged to support pupils further with their areas of need, e.g. social, phonics, writing, numeracy.

### **How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

The SENCo and Assistant SENCo monitor the movement of children within the SEN system in school.

The SENCo and Assistant SENCo are involved in supporting teachers with drawing up support plans and strategies for children. The SENCo, Headteacher and Assistant SENCo will monitor the progress of all children, highlighting those who have not made expected academic progress. Monitoring of the Support Plans will also take place to ensure that the support matches the needs of each child. Children, who do not make expected progress after support or interventions, will be discussed by the class teacher and SENCo with the possibility of moving up the graduated response of our SEND provision.

The SENCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold regular meetings.

All class teachers have termly pupil progress meetings with the Headteacher to discuss the progress of all pupils.

The SENCo reports the outcome of the review to the full governing body.

### **How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?**

Once your child's class teacher has identified that more support is required other than that of day to day quality first teaching, you will be notified by an informal chat or phone call with your child's class to school to discuss the concerns that have been identified through a conversation. If we feel an intervention is required, then we will make contact with parents or carers informing them of the intervention that their child is having and the reasons why. At this stage the identification of a Special Educational Need is that of an identified gap within their learning or a social need. The intention for a short daily or weekly intervention will aim to support your child with the intention of bridging the gap.



Regular informal discussions may be held about your child, but we are always happy to discuss any concerns you may have at a mutually convenient time in a more formal way. During monitoring assessments of the intervention your child's class teacher will make contact with you to review support and progress made. We will then decide on the next steps together. This is a perfect opportunity to discuss any concerns you or your child may have and together decide on a mutual and effective method of next stages of continued support.

If external agencies are involved with your child, then your child may be placed at SEND Support (Level 3; Red on the class tracking ) which is the next level of support on our graduated response to SEND. Parents will also be involved in the setting of new targets and will be informed of progress at Parents Meetings or during the termly SEN reviews.

### **How will the curriculum and learning be matched to my child/young person's needs?**

Lambley Primary School is expected to and is responsible for making reasonable adjustments to support pupils with a range of special educational needs. This can involve adapting the physical environment through placement, resources or changes to the classroom and through adapting the taught curriculum. When planning for lessons, teachers consider any special educational needs within the class and make amendments or adaptations as required. These are included in the teachers planning. Differentiation for all pupils is detailed on the planning and this is also the same for differentiating for special educational needs.

### **How are decisions made about the type and amount of support my child/young person will receive?**

Support for children with Special Educational Needs is determined by their level of need. All pupils with (as well as those without) SEND will be supported by Lambley Primary School.

Some pupils with SEND may access additional funding. This additional funding might be from a budget which is moderated by the Family of Schools. For those with the most complex needs, additional funding is retained by the Local Authority. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Within the school, resources are allocated based on need with the SENCo, through liaison with the Headteacher.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

At Lambley we make every effort to include all children in activities outside the curriculum. This can involve arranging for activities which all pupils can access or making arrangements to accommodate the needs of the individuals involved.

Activities which we participate in can involve sporting events, residential trips, outdoor and adventurous activities such as orienteering, school trips and many others. We always strive to provide the best possible activities for all pupils. Support can also be provided during break times and lunch times if appropriate to the needs of the individual.

### **What support will there be for my child/young person's overall well-being?**

**Pastoral, Medical and Social Support:** Lambley School is able to support pupils with a range of pastoral, medical and social needs. Our Teaching Assistants are familiar with a range of support programs for pastoral/social needs and medical support with the guidance of an appropriate professional, e.g. Physiotherapy. Our ELSA is highly skilled and effective in support all children with social and emotional needs.

**Medicines:** The school is willing to administer medicines as detailed in the school Supporting Children with Medical Conditions Policy.

**Personal Care:** This is dealt with on an individual basis through the collaboration of the school, parents, the child and any Health Care Professionals involved with the child.

**Behaviour, Exclusions and Attendance:** The school has a clear Behaviour Policy in place. Pupils for whom these policies are not sufficient are dealt with on an individual basis according to the needs of the children concerned. Lambley Primary School are also members of the Gedling Area Partnership, committed to inclusion so that where possible pupils can remain in mainstream education. Our Head Teacher acts as Strategic Lead within the Gedling Area Partnership on behalf of the Colonel Frank Family of Schools

**Children's Safety:** The school has a clear Health & Safety Policy which is reviewed on an annual basis by the Head Teacher and the Governors. Any issues outside of this can be addressed to either of these two parties.

**Children's views:** All children and young people are able to contribute their views either through discussion with a member of staff. For pupils with an SEND, opinions and views are always sought at review points on a termly basis. This can be through verbal, written or drawn communication and can involve a range of resources to help pupils to communicate their feelings.

Pupils with an SEND are able to contribute to all areas of school life including roles of responsibility (as appropriate) for example Playground Leaders.

**Who is the school special educational needs co-ordinator (SENCO) and what are their contact details?**

Mrs Rebecca Watson-Shardlow

Lambley Primary School

Catfoot Lane

Lambley NG5

4QF

[office@lambley.notts.sch.uk](mailto:office@lambley.notts.sch.uk)

Tel: 0115 9313515

## **What specialist services and expertise are available or accessed by the setting/school?**

External services to which the school has access:

- Schools and Families Support Services
  - Educational Psychology Service
  - Communication and Interaction Team
  - Cognition and Learning Team
  - Physical Disability Support Service
- Schools and Families Support Services - Early Years Support
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- Healthy Family Team - including School Nurse (HFT)
- Local Health Authority including Paediatricians and GPs
- Social Care
- Teachers of the Visually Impaired
- Teachers of the Deaf
- Small steps
- Early Help
- CAMHS
- Gedling Primary Behaviour Partnership (GAP)

## **How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?**

The school has a range of specialist SEN facilities in place.

These are:

1. Level access to all areas of the upper building with access to the lower building. This provides access for wheel chairs and those with physical disabilities which restrict their ability to access the buildings.
2. A wheelchair lift for indoor access to the hall from the main school building
3. Disabled toilet off the village hall which the school has access to during the school day.
4. Disabled access toilet in the Early Years unit
5. Provision for food allergies and currently also for Special Educational Needs which lead to eating difficulties.
6. Selected staff members that are currently trained to perform specified physiotherapy and manual handling as directed by trained health professionals.
5. Auxiliary aids to support pupils with specific learning difficulties (e.g. Dyslexia, Dyscalculia).
6. A range of Literacy and Numeracy interventions to support pupils in making progress in all areas of the curriculum.
7. Support during assessments and examinations as appropriate.

If further equipment or facilities are required, these could be sourced through the Schools and Families Support Services. Alternatively, they could be funded through the pupil's Special Educational Needs funding or the SENCo can make a request to the Headteacher for it to be provided through the Schools budget if possible and the budget allows.

### **What are the arrangements for consulting young people with SEN and involving them in their education?**

We actively encourage pupils with SEND to be involved in planning their own education. We seek their opinions on what is being done and what could be done to help us to evaluate and plan future actions. This participation varies depending on the pupil's needs and age. Younger pupils are asked to contribute but not to attend the meetings while older pupils often attend. However, this is decided with the parents on an individual basis. Regular termly reviews are held for pupils at level 3 or above on our graduated response and Education Health Care Plan reviews are held annually (or as and when required) and also those with medical needs. Other reviews are held throughout the year as appropriate, but these do not follow the regular times.

### **What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

Please refer to the Lambley Primary School's Complaints Policy and follow the procedure outlined in this document.

In brief:

- Initial concerns can be addressed to or discussed with your child's class teacher.
- If concerns have not been eliminated then a discussion with SENCo and then Head Teacher.
- Following this, complaints can be addressed to the named Governor responsible for dealing with complaints.

### **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

Organisations and Services which the school accesses can be related to Health, Social Care, Local Authority, Voluntary Organisations and Private Organisations and are detailed below:

- Schools and Families Support Services (SFSS)
- Educational Psychology Service (EPS)
- Communication and Interaction Team (C&I)
- Cognition and Learning Team (C&L)
- Social Emotional and Mental Health support (GAP, ELSA, EP)
- Physical Disability Support Service

- Early Years Inclusion Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Healthy Family Team, including School Nurse
- Local Health Authority including Paediatricians and GPs
- Social Care
- Teachers of the Visually Impaired
- Teachers of the Deaf
- Family Care
- CAMHS
- Gedling Area Behaviour Partnership
- Support After Adoption

**How does the school/setting seek to signpost organisations, services etc? Who can provide additional support to parents/carers/young people?**

The first point of contact would be the child's class teacher, which may lead to consultation with the SENCo. The school has the contact details of a range of organisations and services who can provide additional support to parents/carers/young people.

The SENCo also has contact with other local SENCos including the Family SENCo who could recommend organisations and services which could be accessed.

**How will the school/setting prepare my child/young person to join the school/setting?**

- The Early Years Teacher visits their setting (e.g. Nursery/home).
- Your child will visit school for up to 4 visits, including a teddy bears picnic and arrangements are made for them to stay for lunch. If additional visits are required, these will be arranged by the Early Years Practitioner
- The Early Years Practitioner discusses children's needs with Education Professionals in their current setting.
- Transition books are used to help prepare children for their entry into school. If a child is joining a class further up the school, the child is invited for a visit. The teacher will receive the pupil's information from their previous school and may follow this up with a discussion with this school. If required additional visits and actions can be taken to support the pupil's transition into school.

**Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?**

As we are a Primary school, transition tends to be easier than separate infants and junior schools. Between classes regardless of phase, pupils always get at least one visit to the new classroom with their new teacher. The child's old and new teachers will also meet to discuss the children and prepare support for the pupils as required. Additional arrangements can be made based on an individual's needs.

For transition from Year Six to Secondary School, all pupils get a day visit to their new school and other events are also put on by the Secondary to help pupils to feel settled. We

are part of the Colonel Frank Seely (CFS) family of schools and feed in to this Secondary School. CFS transition events include a disco and other activity days through the summer holidays. CFS also arranges activities throughout Years Five and Six to help prepare children for their transition which include; sporting events, Numeracy days and other events. The Head of Year Seven also comes into school to talk to the children before the end of the year.

For children with additional needs, the Secondary's SENCo or Senior Teaching Assistant also comes into school to meet with the child's current Class Teacher and if appropriate, the SENCo. This formally transfers information over to the Secondary. Additional transition arrangements can also be made on an individual basis.

### **Where can I access further information?**

More information on Nottinghamshire County Councils Local Offer can be found at:

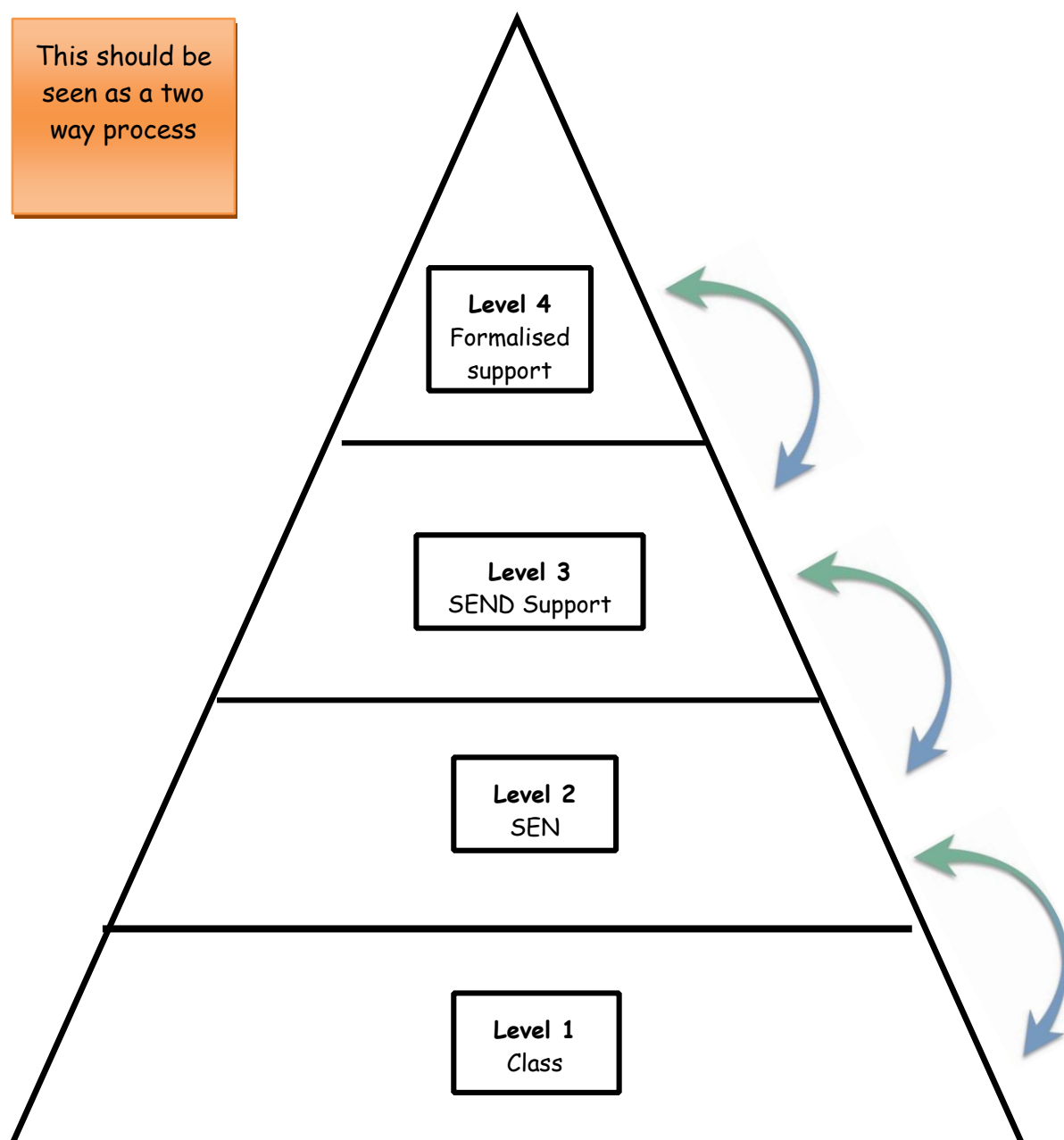
[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

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## **The SEND Process**

### Graduated response of action and intervention

This should be  
seen as a two  
way process



**Approved by Lambley Primary School Governing Body**

Signed: \_\_\_\_\_

D Bathgate

Designation: Chair of Governors

Date: 29<sup>th</sup> September 2022

**Policy Due for review: September 2023**