

SEN policy and information report

Lyndhurst Primary School

Approved by:	Full Governing Body	Date: 25 th September 2018
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1. Aims

Lyndhurst Primary School is a community school that believes inclusion should be at the heart of its policies and practice. We believe that our school life is enriched and our school community is stronger, when all children are educated together. We value all our children as individuals and we appreciate their many and varied talents, learning styles, personal interests and ambitions.

In order to adapt the learning environment at school to the needs of all our children, we have developed expertise in specific areas of SEND and through training and continual professional development, we aim to ensure that all our staff are teachers of children with SEND. Above all, we aim to work in productive partnership with the families of our children with additional learning support needs.

‘The Dyslexia Centre gives outstanding support and guidance to all teachers in the support of with specific learning difficulties and this enables the school to teach these pupils within the mainstream classes. The Centre has developed an outstanding external reputation and now trains teachers throughout the authority and beyond.’ OFSTED November 2014.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jolanta Nowakowska jnowakowska@lyndhurst.southwark.sch.uk 0207 703 3046

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will also screen all year 2 children for dyslexia. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

Our referral process

- If your child is to be supported by a professional at school, a referral form will be completed by the class teacher. The information will be shared with you and you will be asked to consent to an assessment by the relevant member of the Inclusion Team.
- If we feel your child needs an assessment from an outside agency (E.g Educational Psychologist, Medical specialist) you will be invited to meet with the Inclusion Manager or Assistant Inclusion Manager to discuss the referral. This will enable the school to seek advice and professional support from outside agencies.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The assistant inclusion manager, often accompanied by the speech and language therapist, will hold transition meetings with the school, college or other setting the pupil is moving to and will support prospective parents visiting new settings.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Supporting children with Dyslexia

In the mainstream classroom:

- class teachers trained in dyslexia friendly teaching
- TA's trained with understanding of dyslexia type difficulties and knowledge of
- methodologies that work well in supporting children with literacy difficulties
- dyslexia friendly environment
- dyslexia friendly resources labelled in every classroom to support independent learning support documents available to all staff on shared documents of school intra-web
- staff who are aware of signs of dyslexia and a referral system for further specialist assessment
- Rapid Reader book scheme (approved by the BDA) available on computers and in book form in some classrooms

In Lyndhurst Dyslexia Centre:

- Diagnostic Assessment and reports
- Screening for dyslexia.
- Specialist teaching and advice based firmly on research evidence
- one-to-one specialist teaching sessions, that meet individual pupils needs by personalize cumulative, structured and multisensory teaching
- use of proven evidence-based interventions

- access to the school's radio 'Grovefm' studio, using sound editing to develop additional skills which enables dyslexic learners to express themselves and their learning.(Removing the barriers that writing sometimes presents.)
- peer support that echoes and validates feelings and puts them into perspective.
- a sense of solidarity with pupils and centre staff qualified and expert support and advice for parents

Supporting children with autism

Within the Inclusion Team there are specialists who form the Autism Support Team. They are responsible for delivering and monitoring individual programmes of learning for children with a diagnosis of autism. The team assess individual pupils and determine which package of support will be best. The following interventions are available:

- 1 to 1 work supporting targets set by the Speech and Language Therapist
- 1 to 1 work on early literacy and numeracy skills
- Small group work on social thinking and active listening
- Circle of Friends
- Sensory diets support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using Communicate in Print
- Intensive interaction
- Augmentative Alternative Communication System such as PECS and Proloquo2go

Supporting children with speech and language needs

The speech and language therapist works alongside teaching staff to ensure that a child with communication needs has a programme of intervention that will help him/her to access the curriculum and contribute more successfully in the classroom. The Speech and language therapist will work with a child in different ways and therapy support may take the form of:

- assessment,
- advice and demonstration to teaching staff and parents,
- target setting,
- support to adapt the curriculum or environment,
- training and advice on specific approaches
- direct packages to support a child in the classroom, in 1:1 or small group sessions that focus on the skills needed to interact effectively with others and to form and maintain friendships. These sessions may be run by the SLT directly or by a member of school staff who has been trained in the intervention required.
- Targets are outcomes focused and pupil progress is recorded, monitored and updated termly.

Support for children with occupational therapy needs

Our school Occupational Therapist spends time finding out about the child and family's typical daily life, school participation, and what they want, need or are expected to do. The therapist will then work together with the child, family and school staff to evaluate what helps or hinders their involvement in their daily life roles. Together, possible solutions are developed, such as exploring alternative ways of doing things or making changes to the environment to support participation.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ear defenders, weighted blankets etc.
- Differentiating our teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and using individualized education plans (IEPs) etc.

5.8 Additional support for learning

The majority of our teaching assistants are trained to deliver interventions such as precision teaching, rapid reading, attention autism, mathletics.

Teaching assistants will support pupils on a 1:1 or small group basis when required.

5.9 Expertise and training of staff

Our SENCO is head in inclusion and has over 15 years' experience in this role. The SENCO is supported by our assistant inclusion manager which is a dedicated full time role.

In addition the school has its own Dyslexia Centre staffed by specialist teachers, including a dedicated Centre Manager.

Further support is provided through the autism support team made up of 4 members of staff, and a drama therapist.

5.10 Securing equipment and facilities

Equipment and facilities are purchased from the SEN budget. In addition the school funds a dedicated dyslexia centre as part of the school's ongoing provision.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions routinely
- Using pupil and family questionnaires/meetings
- Monitoring by the SENCO
- Monitoring by the SEN link governor
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged and supported to go on our residential trip(s) including specialist staff attending if required. All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We actively plan and support for the inclusion of SEND children in all aspects of learning including extracurricular activities and residential trips and make reasonable adjustments to ensure inclusion.

Our accessibility plan has more detail related to the facilities available for disabled children.

The support will be based at the Pupil Development Centre at Lyndhurst Primary School and will come in three strands:

- individual and small group work will be offered to pupils who are referred to the centre
- whole class work on developing emotional intelligence
- work with staff to embed emotionally intelligent approaches to all aspects of school life
- The Pupil Development Centre will adopt a variety of approaches to support the pupils depending on the level of need:
- teaching mindful awareness practices
- teaching social skills
- striving to implement the SALVE formula:
 - Stop our own thoughts and ideas and Separate our needs from the child's
 - Attend to the child as fully as possible
 - Listen to the child with an open heart and mind
 - Validate the child's feelings without making a drama

Empower the child in her/his own abilities to come to her/his own resolution:

In addition we support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of radio club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Child and Adolescent Mental Health Service Southwark (CAMHS)
- Social communication team (Sunshine House)
- Pediatricians
- Community speech and language therapist (Sunshine House)
- Occupational Therapist (Sunshine House)

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Advice and support for parents and carers with SEND is available from Southwark Information Advice and Support Team on 0207 525 3104

5.17 Contact details for raising concerns

Jolanta Nowakowska jnoakowska@lyndhurst.southwark.sch.uk 0207 703 3046

5.18 The local authority local offer

Our contribution to the local offer is: [school offer](#)

Our local authority's local offer is published here: <http://localoffer.southwark.gov.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Jolanta Nowakowska (SENCO) and Linda Austin (SEND link governor) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality opportunities