



Lydbrook Primary School

SEND Policy

(Including Robins Nursery)

Purpose

Our SEND policy and information report aims to:

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

This Policy is supported by the SEND Information, which gives more detailed summary of the policy in operation.

This Policy and Guidance takes into consideration Legislation and DfE guidance :

[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, SEND co-ordinators (SENDCOs) and the SEND information report
- [Keeping children safe in education: for schools and colleges](#), Which sets out that a schools Designated safeguarding lead must be aware of the safe guarding risks for children with SEND.

Vision Statement

At Lydbrook Primary school, we believe that all children should be supported to reach their full potential. All children are unique individuals, therefore, we strive to ensure that our teaching and provision is tailored to suit each child and that adaptations are made, where necessary. At Lydbrook, every teacher is a teacher of children with special educational needs and disabilities (SEND) and supporting children with SEND is a whole school responsibility. This is delivered through consistent Quality First Teaching. Staff, at all levels, are expected to consider the needs of pupils with SEND, when planning their subjects or areas, and work closely with the SENDCO to put this in practice.

Some pupils may require extra support throughout their time at school. Some children may need this support for a short period of time, and some may require it for longer. Therefore, we constantly review the needs of our pupils, alongside parents and other professionals, to ensure that we are still supporting them to have equal opportunities to their peers and to help them succeed in school and to ensure they are well prepared for later in life.

Our belief is that provision that is beneficial for children with SEND, is beneficial for all. As a result of this, we work together as a team to make sure that our general practice, curriculum and teaching, is as inclusive as possible and that all children have access to quality first teaching, which is scaffolded and adapted to meet their needs. It is important to us that all children feel valued, appreciated and part of our whole school community.

Definition of Special Educational Needs

A pupil has SEND 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 most 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

The Code of Practice then defines these into four areas of need:

- **Cognition and learning (C&L):** This is where children may need appropriate differentiation to be able to access the work alongside their peers. These children may have Moderate Learning Difficulties (MLD) where more support and targeted intervention is needed in a few areas of the curriculum. It could also include children with a more Specific Learning Difficulty (SpLD), such as Dyslexia or Dyscalculia, where pupils have difficulties in a specific area of the curriculum.
- **Communication and Interaction (C&I):** This includes children with Speech and Language delays or speech disorders and impediments. It also includes children on the Autistic spectrum who may find social interaction with peers and adults difficult.
- **Social, Emotional and Mental Health (SEMH):** This encompasses a range of social and emotional needs and behaviours that children may display, that prevents them from fully accessing the curriculum. These can include anxiety, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorders or poor mental health, due to a variety of factors.
- **Physical and Sensory:** This encompasses children whose access to the facilities around school is hindered or prevented by their physical disability. They may need adjustments and provision to ensure that they can access the resources and environment in line with

their peers. This can include children with Physical Disabilities (PD), Visual Impairments (VI), Hearing Impairments (HI) or Multi-sensory Impairment (MSI).

These categories of SEND will be used to inform identification of needs and planning, ensuring that children receive the appropriate and most effective support. It also enables the school to contact the outside professionals with the correct expertise to guide and advise our practice, ensuring our provision for the child's needs is effective.

Roles and Responsibilities

Name	Role	Responsibilities
Simon Lusted	Headteacher Inclusion Lead	SENDCo Looked After Children EAL Designated Safeguarding Lead Attendance
Laura Symonds	SENDCo	SENDCo Deputy Designated Safeguarding Lead Parent/ family Support
Sophie Sprawson	Teacher	ELSA/PHSE/Mental Health Lead
Sid Cumberland	Governor	SEND Governor

The SENDCos are responsible for the daily operation of the SEND policy and will co-ordinate regularly with the SEND governor to ensure that the governing body are clear on the overview of SEND at Lydbrook.

The SENDCo's responsibilities are:

- Overseeing the day-to-day operation of the SEND policy.
- Organising and coordinating provision for SEND pupils.
- Working and collaborating with parents and carers for the wellbeing and academic progress of children with SEND.
- Building partnerships with outside agencies who support and guide the provision for our SEND pupils.

- Ensuring SEND records and plans are reviewed and updated regularly, reflecting children's needs.
- Managing learning partners directly working with children with SEND.
- Supporting and advising teachers on provision for children on the SEND register.
- To contribute to in house training to improve SEND provision.

Teachers

All staff have a responsibility to promote inclusion and make reasonable adjustments, in order that everyone has equal and equitable opportunities. All children have the right to individual help and respect from their teachers and other staff.

The core provision for all pupils with SEND is quality first teaching. This is monitored by senior leadership and the SENCOs through monitoring visits and day-to-day drop-ins around the school.

Each class teacher is a teacher of SEND and therefore 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 SEND policy

SEND Teaching Assistants

Designated Teaching Assistants (TAs) will work with individual children or groups of children to provide additional support for an individual's identified needs. The interventions will be based on targets outlined in My Plan, My Plan + or an EHCP. Teaching Assistants will also:

- Deliver, monitor, and report to the class teacher about interventions that take place
- Discuss with the class teacher any concerns about the children they work with
- Keep detailed records of interventions that take place

Parent & Pupil Voice

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 consider the parents' and child's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will be placed on the SEND register

Lydbrook staff will:

- Work closely with parents to support a child's learning and will invite parents to attend all Team Around the Child meetings.
- Signpost parents to support services that can support their child's wellbeing at home, and support parents with referral and applications where needed.
- Encourage the parents' voice and opinion on the provision provided for their child.
- Ensure that the parents are confident and clear in the processes and procedures within the SEND framework.
- Provide support for parents so they can be actively involved with the child's learning at home.

In addition, the school has made available a Local Offer which will guide parents of pupils with special needs to the local services available which can provide support. The Local Offer is available by contacting the school SENCos or at [Support for Families with SEND - Gloucestershire's Local Offer | Glosfamilies Directory](#)

Identification, Provision and Interventions

Identification

The Code of Practice outlines a graduated response to pupils' needs, matching the variation of children's additional learning needs. Most children will have their needs met through Lydbrook's broad and balanced curriculum and Quality First Teaching.

We recognise the significance of early identification of pupils with special/additional educational needs. We work closely with other professionals, already involved with a pupil upon entry into school, as well as recognising issues that arise throughout children's time at Lydbrook Primary School as well as being vigilant to issues or difficulties that may arise throughout the primary journey. Some

pupils who do not make sufficient progress would be identified by the schools continuous monitoring of progress and attainment of all pupils. The teacher and SENDCo's will work together to identify the specific area of need, using Local Authority guidance and the SEND Code of Practice.

If the child's difficulties require additional provision, a My Plan will be written for the child, and they can be placed on the SEND register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEND register. The school will inform the parents of the additional support and interventions being put in place.

Provision

Most pupils with SEND will receive most of their learning through high quality class teaching and a curriculum designed to meet their needs. Alongside support and advice from the SENDCo, class teachers will pitch learning activities to the needs of the pupils, so they are suitably supported and challenged. Where needed, resources will be modified to support children with SEND to access the Learning. Lydbrook Primary School strives to educate children identified with SEND alongside their peers as much as possible. The class teacher and the SENDCO will be responsible for tracking the progress of SEND pupils and pupil progress meetings will include discussion around the progress of pupils with SEND.

Interventions

Some pupils with SEND may need to be withdrawn from class for regular, additional, targeted intervention, to secure good or better progress. Additional targeted interventions will be "additional to and different from" normal provision within the class. However, additional targeted intervention does not replace high quality class teaching. These interventions must complement and not interrupt high quality class teaching. Most targeted interventions will be provided by a qualified learning partner or HLTA. The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND.

The SENDCO will be responsible for monitoring the impact of these additional interventions. If the selected intervention is not having a positive impact, then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

The Graduated Pathway

A small number of pupils with SEND may still struggle, despite high quality teaching and additional targeted interventions. For these pupils, the SENDCO will consider escalating up the Graduated Pathway and requesting professional advice from external support agencies, which include Advisory Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services. These children will therefore be escalated to a My Plan +. This is where the SENDCo, class teacher, parents and outside agencies come together termly to discuss current progress and attainment, as well as priorities for the following weeks. It is a multi-agency approach to target setting that draws on all adults' knowledge of the child's strengths and needs.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support to access the mainstream school day. These pupils will require a coordinated assessment of their special needs, undertaken by the Local Authority, who may issue an Education, Health and Care Plan. The SENDCo will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/or Advisory Teacher. For those pupils with an Education, Health and Care Plan, the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the Plan.

Assess, Plan, Do, Review

The Graduated pathway works on a cycle of 'asses, plan, do, review'. This is where the child's needs are assessed, a plan is written and then the teaching staff 'do' the provision needed for the child to achieve the targets on the plan. This is then reviewed regularly, and the process starts again.

Assessment

The assessment procedure is generally initiated by the class teacher. The class teacher and the SENDCo will continually monitor and assess pupil's progress, through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents and outside agencies is also sought and valued. Where it is necessary to determine whether a pupil's difficulties are due to SEND or EAL, then a more in-depth assessment may be required. Pupils own views of their experience and progress in school is also an important part of the assess process, and these are sought during this phase.

Plan

This is where the appropriate support for the Child is decided. There are 3 levels of SEND support that the children can receive. The different levels of support mean that children's provision is planned in different ways, dependent on their level of difficulties and needs. This is also available as The Waves of Support model.

These are:

- My Plan- where the class teacher, closely supported by the SENDCos, writes a plan according to the child's difficulties in class. This is shared with the parents every time it is reviewed and parents are made aware that their child is on the SEND register.
- My Plan +- children who are receiving support on a My Plan+ have their targets created through a TAC meeting, where parents, school staff and outside agencies get together to priorities provision for the coming weeks. This is reviewed termly, with the parents being central to the process.

- EHCP- If children's needs are complex, the Local authority will coordinate the planning of targets set for these children. This again will take place in a TAC meeting where School, Parents and outside agencies are invited. This is reviewed annually.

Plans created in the planning stage of the cycle should be shared with all staff working with the children to ensure that the provision is consistent and that all members of staff are supporting that child in accessing the curriculum and overcoming barriers to learning. The plans will be stored in the child's SEND folder.

Do

During this part of the process, the provision decided during the planning stage, will be implemented by key staff, including the class teacher, SEND learning partners and class learning partners. The class teacher will remain accountable for the child's attainment and progress. The SENDCo's will also continue to support in helping the class teacher to identify strengths and weaknesses, as well as problem solving arising issues.

Review

The impact that the provision and resources is having on the child's progress will be reviewed regularly. This will be dependent on their level of support.

- My Plans are reviewed at least every long term.
- My Plan + are reviewed once every 8 weeks.
- EHCPs are reviewed annually.

During this review period the class teacher and or the SENDCos will review the quality of the provision and the associated impact. Adjustments will then be made to the plan to ensure that progress continues. The views of the pupil and the parents will also be sought during this review period.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

Transition into Robins Nursery/Owls Class (EYFS) is carefully planned with teachers visiting preschool settings if possible and home visits to gain a clear picture of each child's needs before they start with us.

Transition arrangements continue once children have started school to support pupils with transition class to class and to new settings each year. These arrangements are carefully planned, and tailor made to suit individual pupil needs. Extra visits, photographs and transition books are all used successfully to support children during this time in their education.

We work closely with local secondary schools to ensure a smooth and informed transition to year 7. This includes transition meetings with secondary school staff as part of the child's Transition Review towards the end of year 5 if they have an EHCP. This process usually includes the child having additional transition visits to their new school. For those children with SEND, but without an EHCP, we liaise with Year 7 staff throughout Year 6. Additional transition visits are arranged when this seems appropriate.

Record Keeping

The SENDCo holds and updates SEND registers. The class teachers and the SENDCo's are responsible for the completion of all appropriate paperwork relevant to the Code of Practice.

The SENDCO is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs.

All paperwork remains **private and confidential** and will be stored in a locked cabinet.

Monitoring Progress

Monitoring of the additional targeted interventions will be ongoing. To measure progress SEND pupils are likely to be assessed more frequently and their progress closely tracked. This will enable the SENDCo to adjust targeted interventions appropriately. Mapping of the provision in place for pupils will be managed by the SENDCo.

- Pupil's success can be measured by:
- Completion of 'My Plan' and 'My Plan + outcomes.
- Progress up through pre-key stage objectives
- By a reduction in the quantity of support they require in order to continue progressing.
- Progress towards and attainment of National Curriculum targets.
- Achieving or over-achieving their end of key stage targets.

Safeguarding

The health and safety of all children is of paramount importance.

Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In addition to this, children with SEND can be vulnerable to abuse, so extra safety and monitoring of their safeguarding needs to be in place. Our Designated Safeguarding Lead will be aware of this when safeguarding our most vulnerable pupils.

The safeguarding and welfare of all children means that there may be times when we consult with colleagues in other agencies if we are concerned about the safety or welfare of a child. This may mean that, on occasions, we refer our concerns to Social Care Services.

The privacy of the children and their families will be respected. All information gathered will be kept securely either in the files retained in the SEND filing cabinet, by the class teacher or in the school office. At all times any adults, staff or volunteers will only be welcome in the school if they are able to respect that right to privacy

Approved on:	November 2022
By:	
Next review (annually)	November 2023

Approved by FGB - 7th December 2022