



# Little London Community Primary School Special Needs & Disabilities (SEND) Policy

Reviewed August 2023

## **Little London Community Primary School** **Special Educational Needs and Disabilities (SEND) Policy**

At Little London Community Primary School (LLCPS), we want our pupils to feel valued, safe and happy, and our parents to be secure in the knowledge that their children's needs are being met and their interests catered for. The staff and governors are committed to providing a creative, stimulating learning environment in which pupils can flourish and reach their full potential. The school celebrates the uniqueness of every individual and what they have to offer including personality, perseverance, academic ability and talent. We want all our pupils to experience success and to develop confidence through their achievements, and we aim to provide the opportunities that will facilitate this. As a school we aim to ensure that our broad and balanced curriculum meets the needs of all pupils and is inclusive of those with special educational needs and/or disabilities (SEND).

Our SEND policy and information report\* aims to:

- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
  - explain how our school will identify and assess the needs of pupils with SEND
  - explain how our school will support and make provision for pupils with SEND
  - explain how our school will enable pupils with SEND to have full access to all aspects of the curriculum and wider school life
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- explain how our school will work in partnership with pupils and parents throughout the process
  - explain how our school evaluates the effectiveness of provision for pupils with SEND.

### **Legislation and guidance**

This policy 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 SEND 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 (SENCOs) and the SEND information report

### **Definitions**

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 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 pupils or young people of the same age by mainstream schools.

## **Roles and responsibilities**

### **The SENCO**

Miss Woodcock is our SENCO and can be contacted via the school office.

The SENCO will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with Education Health Care (EHC) plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents to ensure that they are fully informed at all times
- 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 Body 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 SEND up to date.

### **The SEND governor**

The SEND governor will:

- help to raise awareness of SEND issues at Governing Body meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **The Headteacher**

The Headteacher will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **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 the SEND policy is followed.

### **Graduated Response**

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

The class 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
- If after monitoring progress over a period of time, there are still concerns, SENCOs may refer to outside agencies. 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.

In addition to the whole school assessment systems, staff also use 'B Squared' assessment tool, recommended by the Complex Needs team, to assess, plan and target-set for pupils who are working at pre-National Curriculum levels or who are making small step progress. Progress and plans are regularly reviewed and evaluated to inform next steps.

### **Partnership with Parents**

At LLCPS, we believe in a genuine partnership between teachers, parents, carers, pupils and governors with the interests of the children as our central theme.

Staff will always make time to speak with parents about any concerns they have regarding their child's progress and development.

\*For further information, please see our SEND Information Report on the school's website: [www.littlelondonprimaryschool.co.uk](http://www.littlelondonprimaryschool.co.uk).

### **Links with other policies and documents**

This policy links to other documents and school policies, including:

- SEND CODE OF PRACTICE (2015)
- Equality Act (2010)
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Child Protection Policy
- Supporting pupils with medical conditions
- Positive Behaviour Policy
- Health and Safety Policy

- Intimate care Policy
- Marking and Feedback Policy
- Teaching and Learning

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

### **Complaints**

If there are any complaints relating to the provision for children with Special Educational Needs & Disability (SEND) these will be dealt with in the first instance by the class teacher and SENCO, then if unresolved, by the Head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

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