



## Four Lanes Federation

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<i>Review period:</i>	<i>Annual</i>
<i>Governing Committee Responsible:</i>	<i>Full Governing Body</i>

## Special Educational Needs and Disabilities (SEND) Policy

### SECTION 1 - Introduction

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At Four Lanes Federation, we aim to provide a happy, secure, caring and stimulating environment where children can learn and develop as caring and responsible people.

Every teacher at Four Lanes Federation is a teacher of every child including those with SEND.

This Policy has been developed through consultation with stakeholders and reflects the SEND Code of Practice 0-25 guidance.

### **Aim**

At Four Lanes Federation, all pupils, including those with SEND, share the entitlement to access a broad and balanced curriculum, which embraces the Early Years Foundation Stage (Infant School) or National Curriculum, including extracurricular activities. The school aims to raise the achievement of all children, including those with SEND.

### **Objectives**

- To work within the guidance provided in the SEND Code of Practice, 2014
- To monitor the progress of all pupils to facilitate the early identification of the needs of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To work with parents to support their children.
- To work with and in support of outside agencies who are supporting children with SEND.
- To provide support and advice for all staff working with special educational needs pupils.
- Create an environment where pupils can contribute to their own learning.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.

### **SECTION 2 - Identifying Special Educational Needs**

#### **Definition of SEN:**

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

(Special Educational Needs and Disability Code of Practice, 2014, section 6.15)



The SEND Code of Practice, 2014 describes the 4 broad categories of need:

#### Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Note that:

- Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.
- Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

#### Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a category. At Four Lanes Federation we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The following may have an impact on progress and attainment but are not SEND:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Describing behaviour as a need is no longer an acceptable way of describing SEND, any concerns relating to a child’s behaviour should be described as an underlying response to a need which will be recognised and identified by staff through thorough knowledge of the child.

### SECTION 3 - A graduated approach to SEND support

#### Quality First Teaching

All children receive high quality teaching in the classroom from the class teacher often supported by a learning support assistant.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.



- b) Once a pupil has been identified as possibly having difficulties or learning needs, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and, where needed, a Record of Concern sheet will be completed and discussed with the SENCo.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the child in class.
- e) Through monitoring and consultation with the SENCo, the level of provision the child will need going forward can be determined.
- f) A pupil who has recently been removed from the SEND register will also be at this first stage of quality-first teaching as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Children may be observed or monitored due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Pupil Progress meetings and ongoing assessment by class teachers are used to monitor and assess the progress being made by all children. Parents are informed of assessments at consultation meetings. Teachers will speak to parents as soon as possible if they have any concerns.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

The pupil's views and where relevant, advice from external support services may also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



## Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The plan will be recorded on an Individual Learning Plan (ILP), a copy of which will be given to the parent/carer and a copy signed by the parent/carer, which will be kept in school. Individual Learning targets will be shared with children, and they will be asked their opinions of what they are good at and what they would like to get better at so they are involved in their learning journey.

## Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching support staff to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## Review

Reviews of a child's progress will be made regularly as part of classroom planning for teaching and learning. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the teaching assistant and SENCo where necessary, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. ILPs will be updated regularly as part of this review process.

## Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

## SECTION 4 - Managing pupils needs on the SEND register

- The SENCo will hold and maintain the SEND register.



- Individual Learning Plans (ILPs) will be written by the class teacher, supported by the SENCo. The targets on the ILP are based on collaboration between all the parties involved i.e. Teacher and Learning Support Assistant, SENCo, specialist advice, the parent and, where appropriate the child

Targets are:

- Specific
  - Measurable
  - Achievable
  - Relevant
  - Time limited
- The class teacher and learning support assistant will collect and record evidence of progress according to the outcomes described on the plan.
  - Individual Learning Plans will be monitored by the SENCo and reviewed by the class teacher approximately termly but may be updated sooner if the outcomes have been achieved.
  - The cost of engaging additional support and specialist services is monitored by the Executive Headteacher and Governors.

### **SECTION 5 - Criteria for exiting the SEND register**

When a child is making expected progress and is no longer identified as needing additional and extra support, a review of the child will take place to confirm progress, including consulting parents and they will be taken off the SEND register. All records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through our monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

### **SECTION 6 - Supporting pupils and families**

The federation SEND Information report is available to parents on the website, and copies are available from the school offices. This details the SEND provision at Four Lanes Federation including contacts with other agencies and a link to Hampshire County Council's Local Offer and more information on SEND.

#### ***Working with Parents***

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education.

At Four Lanes Federation parents are involved and supported through:

- Review meetings for more complex SEND children or on request or when appropriate for other children on the SEND Register
- Parents' evenings
- Acting as voluntary helpers
- Organised training courses for parents
- Developing an 'open door' ethos towards parents which welcomes and values their views
- SEND staff available to meet/speak with parents.
- Sharing information about their child
- Opportunities to contribute to policies and procedures through parent forums or working groups

#### ***Working with Children***

It is important to listen to and act upon what children say about their needs and what sort of help they would like. We recognise that 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously' (*Article 12 UN Convention on the Rights of the Child.*)



At Four Lanes Federation children are involved and supported through:

- Setting their targets, where appropriate
- Enabling pupils to express their feelings about how their needs are being met in curriculum time and outside of this
- Ensuring that the views of the pupil are sought and recorded in reports produced by both the schools and other agencies where appropriate
- Encouraging pupils to become involved in the wider life of the schools
- Encouraging pupil voice through the School Council and focus groups
- Planning carefully for transition from class to class and between schools

Opportunities to talk to adults in the school including the Schools' ELSAs (Emotional Literacy Support Assistants)

### **SECTION 7 - Supporting pupils at school with medical conditions**

Four Lanes Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) Plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Details on Admission arrangements and managing the Medical Conditions of Pupils can be found on the school website.

### **SECTION 8 - Monitoring and evaluation of SEND**

SEND at Four Lanes Federation is monitored by the Senior Leadership Team (SLT), the SENCo and the SEND Governor. The quality of provision offered to all pupils is evaluated through monitoring of teaching, learning and progress. Particular attention is given to identified groups including those with SEND. Audits of provision and monitoring of the impact of interventions, as well as sampling view of parents, pupils and staff also enable the Leadership Team to assess the SEND provision in the school. The Governing Board monitor SEND provision through reports from the named SEND Governor and SEN team for the school along with the Executive Headteacher. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **SECTION 9 - Training and resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. We recognise the need to train all our staff on SEND issues and have funding available to support this professional development. All teachers and support staff undertake induction on taking up a post and this includes explaining the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils where appropriate or relevant.

Training needs across the school are identified as part of the School Strategic Improvement Plan priorities and through individual performance management interviews. School staff are kept up to date with relevant training in relation to the needs of pupils with SEND through staff meetings, school training days and relevant external courses.

The SENCos regularly attend the Local Authority SEND briefings, SENCo circles and the SEND network meetings to keep up to date with local and national updates in SEND.





## **SECTION 10 - Roles and responsibilities**

### ***Role of SEND Governor:***

This governor has delegated responsibility to oversee the SEND provision across the schools and will, together with the Executive Headteacher as the responsible person, report to the Governing Board.

Specific duties include:

- To ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCo) for the schools. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a SENCo qualification within three years of appointment.
- To ensure the schools have arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014). The responsible person is the Executive Headteacher.
- To ensure the federation produces and publishes online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014 and cooperates with the local authority in developing the local offer.
- To ensure the federation takes account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEND.
- To ensure the school federation uses their best endeavours to confirm that the necessary special education provision is made for any pupil who has SEND.
- To oversee the federation procedures to notify parents when special educational provision is being made for their child, because it is considered that he or she has SEND.
- To oversee federation procedures to make sure that teachers in the schools are aware of the importance of identifying pupils who have SEND, are aware of children with specific SEND and are providing appropriate teaching.
- To ensure that staff working with children have received appropriate training and this training is kept current.
- To ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources.
- To ensure the federation has appropriate resources for SEND and evaluate the deployment of resources to verify value for money.
- To monitor the impact of the federation's provision on the progress of pupils with SEND.
- To review external monitoring reports on SEND practice.
- To access training on issues involving SEND.
- To review annually the federation's policy, procedures and approach to meeting children and young people's SEND, including those with and without SEND statements or Education, Health and Care (EHC) Plans.

### ***Role of learning support assistants***

Learning support assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Some learning support assistants have specific roles or areas of expertise.

Specific duties include:

- To work under the direction of the class teacher who is ultimately responsible for the children's learning.
- To support the teacher to meet the needs of individuals or groups of pupils with SEND, including those with an EHCP either 1-1, in a group or as part of the whole class.
- To deliver specific intervention programmes to identified children and report to the teacher and/or SENCo regarding the progress of these programmes.
- To liaise with outside agencies where required.
- To work with teacher and/or SENCo to plan, deliver, monitor and review school Individual Learning Plans (ILPs) and where appropriate contribute to Annual Reviews.



**Safeguarding**

<p><u>Infants</u>  <b>DSL with responsibility for Safeguarding:</b> Head of School  <b>Deputy DSLs:</b> Executive Headteacher, Assistant Headteachers, ELSA, Year 3 Leader.</p> <p><b>Designated Teacher with responsibility for Looked After Children (LAC):</b> Assistant Headteacher (Inclusion)  <b>Person responsible for PPG/LAC funding:</b> Executive Headteacher.  <b>Person responsible for managing school’s responsibility for meeting medical needs of pupils:</b> Head of School or Executive Headteacher.</p>	<p><u>Juniors</u>  <b>DSL with responsibility for Safeguarding:</b> Head of School  <b>Deputy DSLs:</b> Executive Headteacher, Phase Leaders</p> <p><b>Designated Teacher with responsibility for Looked After Children (LAC):</b> Head of School  <b>Person responsible for PPG/LAC funding:</b> Executive Headteacher.  <b>Person responsible for managing school’s responsibility for meeting medical needs of pupils:</b> Head of School or Executive Headteacher.</p>
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**SECTION 11 - Storing and managing information**

Please refer to the School’s Data Protection Policy available on the school website or from the school office.

**SECTION 12 - Reviewing the policy**

The policy will be reviewed annually by the Governing Board.

**SECTION 13 - Accessibility**

Please refer to the School’s Accessibility plan available on the school website or from the school office.

**SECTION 14 - Dealing with complaints**

Parents having worries about their child’s progress or provision should discuss their concerns with the child’s class teacher and/or SENCo. If parents are not satisfied following such discussions, the matter should be discussed with the Head of School then the Executive Headteacher who will follow the School Complaints Procedure. The Complaints policy and procedure is available on the school website or from the school office.

**SECTION 15 - Bullying**

Please refer to the Schools’ Anti-Bullying Policy available on the school websites or from the school office.