



Landscape Primary School

## Special Needs Policy

This cover-sheet does not form part of the policy and is for administration purposes only.

Last reviewed

Autumn 2016

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Term of next review

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Reviewing committee

Children and Community

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Lead staff member

Andy Smith

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Lead governor

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Is a report to governors required for this policy?

No

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Type of policy

~~LA standard~~  
~~Customised LA model policy~~  
~~Mandatory school devised policy~~  
Optional school-devised policy

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Date hard copy filed

28.9.10

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Electronic file location

G:/Policies/Governor Policies/CandC/Special Needs

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Has the school office updated the review cycle

Yes

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Signed (school office)

Christine Spear

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Date:

28.9.10

# LANDSCORE PRIMARY SCHOOL

## Special Needs Policy

### **Aim:**

At Landscore Primary School we aim to support individual needs to enable children to reach their full potential.

### **Rationale:**

We aim to work in an inclusive way, recognising that this does not mean that we treat everyone exactly the same thus supporting equality of opportunity. We believe that all teachers recognise the importance of identifying and providing for children with SEND who they teach, while understanding that partnerships with parents and carers play an essential role in supporting their child's education. We aim to make sure that wherever possible we meet the needs of children at both ends of the Special Needs Spectrum. This is pre-dominantly done through quality first teaching. We value the importance of the child within this process and aim to involve them as actively as possible e.g. knowing and setting their own targets. This will be done in different ways based on the age of the child. Children with SEND join in the activities of the school together with children who do not have SEND so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for.

### **Inclusion:**

Inclusion concerns every child in the school and is about equality of opportunity. As a school we are striving to become as inclusive as possible in our everyday practice, which helps SEND children and all others to work towards their potential. Examples of inclusive teaching would include differentiation of work (e.g. through outcome, task, support provided) and where appropriate expectations of behaviour. This will include differentiation of homework e.g. by time given for the activity, adapted tasks for different abilities. Where possible the school looks to avoid extraction of pupils with SEND. However, at times work with small groups or individuals may be needed to give children the skills to be included more readily at other times. The views of the child need to be considered when setting up such groups. Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is again highly differentiated within the planning and carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment.

### **Guideline:**

The school will have regards to the Special Educational Needs Code of Practice when carrying out its duties towards all children with SEND and ensure that parents and carers are informed by the school that SEND provision is being made for their child. This will be a shared process and parent/child will be involved in the decision making process.

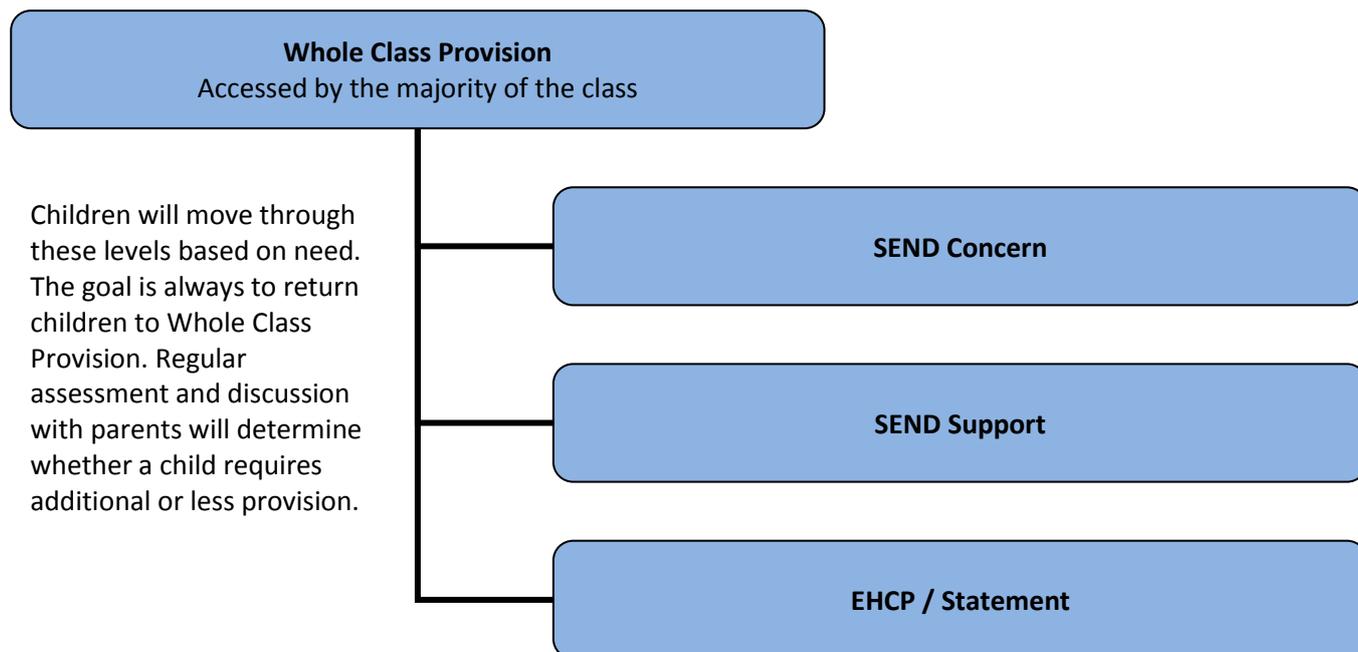
### **Role of the SENDCo:**

The SENDCo co-ordinates SEND provision across the school in line with this policy. They are unlikely to do much direct SEND work with children other than through their normal teaching commitment. They are responsible for overseeing the records of children with SEND in the school, liase with parents/carers of children with SEND, liasing with external agencies and providing support and guidance to other members of staff when necessary. The SENDCo is involved with managing and supporting LSA's work with children. The SENDCo will be supported by a SENDCa who will take responsibility for aspects of SEND provision and also undertake many of the referrals and administrative tasks.

### **The Governing Body:**

The schools governing body has a nominated governor for SEND who regularly links with the SENDCo to be aware of relevant issues and offer support. The school SMT and governing body will be jointly responsible for the development of the schools Accesibility Plan.

## SEND at Lanscore



### Identifying Need:

The school tracks the progress of children to ensure that teaching is effective for each individual. Teacher observation, parental observation, lesson observations, SATS, school-based assessment systems and any specific in class assessment will be used to trigger raising a concern. This data is recorded with the school pupil tracker software (SPTo). Teachers and headteacher are able to send a concern to the SENDCo for further analysis. The SENDCo will use the facilities within the programme to identify underachieving children and will raise this with the appropriate class teacher.

Teachers will use a range of general strategies before raising a concern, the majority of which are shown clearly in Wave One of our provision grids. It is important that all children receive daily quality first teaching from their class teacher, supplemented by good quality focussed small group/one to one support. If the child is not responding as expected or is having difficulties with their learning or behaviour then the teacher will raise a concern using the registration of concern form. Parents, the school SENDCO or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales.

Children are identified as having a need in one (or some) of the following;

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical

### SEND Concern

A child demonstrating 'SEND Concern' may show some of the following;

- Despite receiving differentiated learning opportunities the child has shown little or no progress even when teaching approaches have been specifically targeted,
- They might have shown signs of difficulty developing literacy or maths skills which have resulted in poor attainment in some curriculum areas
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties.
- They are falling behind expectation in spite of good quality first teaching.

Parents will be informed if a child has been identified as having an SEND concern. The School will use their tracking systems to identify when a child has fallen either 3 or 4 tracking points below the expectation for

their age. If this is the case the child will be flagged up as SEND concern. This information will be shared with class teachers and parents. The children does not yet go on the SEND Register. They are merely being monitored more closely. Teachers will be expected to keep a closer eye on these children in class, consider differentiation of activities more closely and spend additional time looking at their books. It might be the case that an adult working in the classroom might provide additional support in the classroom.

These children might require different learning materials, individual or group support, special equipment, LSA observed individual work (where appropriate), adult time to plan and/or monitor progress, staff development in alternative strategies. Other examples of intervention are shown on the provision grids

The majority of the child's interventions will be met in the class setting and require very little outside agency support. They may access interventions outside of the classroom which are targeted towards their needs.

The SENDCo and class teacher will monitor the progress of these children closely. If a child makes good progress towards expected levels of attainment, the child will no longer be an SEND concern. If no progress is made or concerns remain, then the school will look for additional support from outside agencies to continue meeting the child's needs.

A Child with an 'SEND Concern' will be discussed at the IEP writing days with teachers and support staff in spite of not having an IEP. Notes will be kept on their progress and needs. Their level of support/progress will be discussed and reviewed at these meetings.

### **SEND Support**

**SEND Support** will be initiated when the SENDCo and colleagues, in consultation with parents, take a decision to place a child on the school SEND register. This will be because the child is 5 or 6 tracking points (approaching two years) below expectation or they have been identified as having a specific SEND. The school will work closely with a range of groups and agencies to identify and manage children at SEND level. These groups might include Educational Psychology, Health (including CAMHS, school nurse, speech and language therapy, health visitors), CIDS, behaviour support and a range of Advisory Teachers. The triggers for SEND Support could be that despite receiving support under the direction of the class teacher, and not making adequate progress while on SEND Concern, the child may be;

- *making little or no progress in specific areas over a long period of time*
- *working at a level substantially below that expected of children of a similar age*
- *showing difficulty with developing Numeracy and Literacy skills*
- *demonstrating emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme (IBP)*
- *showing sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service*
- *having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.*

The process for **SEND Support** continues as for SEND Concern but with the following additions;

- Outside agencies are involved wherever relevant e.g. in the generation of IEPs, review meetings, Joint Agency Team Meetings ...
- An IEP is written in conjunction with parents. These are drafted at an IEP Writing Day attended by Headteacher, SENDCo and a team of trained specialist LSAs. The IEP will be reviewed three times per academic year.
- A review meeting would look at what is in place, progress made in relation to the targets set, strategies tried and the generation of new targets. Parents, teachers and children need to retain their involvement.
- Individual LSA support which could take place inside or outside the classroom.
- The class teacher retains responsibility for work carried out in the classroom.

- Where a child has additional support from an LSA the school endeavours to avoid a culture of dependency. For example, the child who does not listen to the teacher as they know that the LSA will help them.

With the removal of statements, schools will be providing support through an allocated school budget. This budget is providing SEND provision for all children. Children working at 'SEND Support' will often require additional wave three provision (see provision grid) which might occur outside of the classroom. Schools will begin tracking the amount of funding being spent on these children. In the event of the funding exceeding £6,000 then the school are able to make a request for additional funding. Some children at SEND Support will be receiving additional funding to support their provision. This will be done using the DAF 2b documentation and will be completed alongside parents. In the event of the child having a DAF this will replace the need for an IEP.

The balance of intervention work with quality first teaching is important and care will be taken to ensure that children are not out of class too often or are receiving too many interventions at any one time.

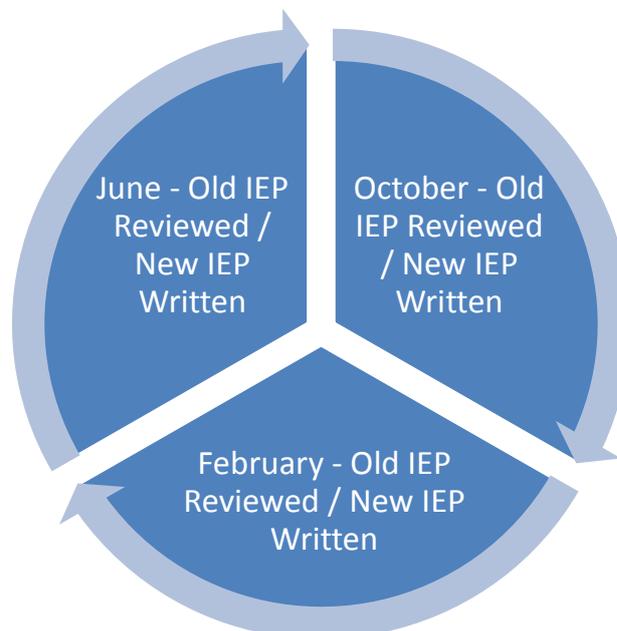
### **Children with an existing statement or with an EHCP**

Children with existing statements, will continue to receive their existing level of support, although it is likely to be in the form of a number of adults meeting their specific needs. When the children reach year 5, paperwork will be completed which looks at transferring the child from a statement to an Education and Health Care Plan. An Education and Health Plan application if successful will replace the need for a statement.

Annual Reviews will be completed for these children on a yearly basis. The school will hold an Annual Review of the child's statement in accordance with the guidance provided by the County Special Education Team. The review will draw on the opinions of outside agencies involved with the specific child's provision and will be conducted at the start of the Autumn Term. The meeting will involve the SENDCo, class teacher, head teacher, LSAs who work with the children, parents and any outside support who feel that they have something to contribute. Any annual reviews for Year 6 children will need to take place early on in order for the statement to be amended prior to transfer to Secondary School. Children in Year 5 will need to have an annual review involving the QECC SENDCo to discuss appropriate provisions that might need to be implemented on transfer.

### **Individual Educational Plan (SEND Support and Statement / EHCP)**

**The Individual Education Plan only records that which is additional to or different from the differentiated curriculum.** IEPs will be written and reviewed at key points in the academic year.



The IEP for the new academic year will be written in June. This will ensure that when a child moves up into a new year group, an IEP has already been written and established. As well as the IEP, the former class teacher will pass all SEND information on to the next class teacher, this will occur during a meeting at the end of the year. Green files, containing all of the SEND information, will be passed on between the teachers. There will be discussions about the child's needs and history and will enable the new teacher to look at last years targets, the child's IEP and review progress.

- Teachers, in conjunction with the SENDCo and SEND team, write IEPs three times a year.
- The IEP records will contain information about;
  - Areas of difficulty that the child might be facing and the child's strengths and skills
  - Three or four (maximum) short-term targets set for the child, these will be shared with the parents at parents evening and will be the focus of our work with the child for half a school year.
  - The parents' perspective of the child's progress, including details of concerns and additional support that the child will be receiving from home.
  - An opportunity for parents and children to consider how they can support these targets both in school and at home.
  - The teaching Strategies and resources to be used
  - The provision to be put in place
  - Additional Request for support, allowing the parents or class teacher to seek additional support linked to our school provision maps.
  - The review date of the plan
  - The outcomes at the review date – filled in retrospect by the class teacher or in advance to share with the parents.
- Progress is carefully monitored (parents, child, teacher and SENDCo) by reviewing IEPs, teacher assessment, parental and child view point, coupled with other forms of assessment used in the school e.g. Maths and English Progress Books. School Pupil Tracker is used to help monitor progress. SENDCo, Class teacher and head teacher will use the tracker to review progress of SEND children. SENDCo will discuss with class teacher changes to provision if appropriate.
- Targets are reviewed with parents before new targets are set. Children will need to be involved in this process when relevant. Where appropriate and relevant, children are encouraged to reflect on how they could improve.
- Teachers will send a copy of any new IEP's to the SENDCo who will file these. They keep the original IEP in their class SEND file, until it is reviewed. At the end of the year, the SEND information will be passed to the next class teacher.
- Teachers will send the original IEP to the SENDCo once it has been reviewed.
- When a review has occurred, the IEP will be RAG rated to clearly show parents where success has occurred and where next steps remain.
- In the event of significant changes occurring, such as a professional report suggesting changes to the current approaches being used, a new IEP may need to be produced reflecting the appropriate changes.
- The IEP will replace the Parents Evening Targets that other children in the school receive.

### **Working closely with Parents:**

At Landscore, close links with parents are an essential part of all SEND work. Parents are consulted when their child is placed on the SEND register and discussions occur about how best to meet their child's individual needs. All IEP meeting and reviews see school working closely with parents in order to evaluate and plan for a child's provision. Parents are invited to record their views on all IEP/Behaviour documentation. As part of all DAFs, parents complete an 'All about my child' document where they express views about their child's needs.

As a school we offer a number of interventions aimed at supporting parents with their child's needs. This includes Family SEALs work where a parent will work alongside their child on an identified project and our Solihull Parenting Programme where parents are able to work alongside trained practitioners to develop skills in identified areas of need.

### **Involving the Child in the Process:**

Where relevant, children will be involved in discussion around their IEP. All children on Medium and High Level IEPs will have their targets shared with them and they will evaluate their own progress against these targets as part of the IEP review. Children's views are also invaluable as part of the Devon Assessment Framework/Annual Review process. Children will complete an 'All about Me Profile' ahead of the Annual Review (this document can be completed at home/school). Their views will be shared as part of this process. When relevant, children will be present at DAF and Annual Review meetings.

### **Behaviour:**

When a child is identified with SEND concern for behavioural reasons, the school follows the agreed whole school behaviour policy. If it becomes clear that this is not adequate for a child, then an **Individual Behaviour Plan** will be established. Personal and Social development of these children, as with all other children, is supported by PSHE and Citizenship. The school is aware of the importance of not labelling a child negatively with regards to their behaviour and are always looking to ensure that opportunities for positive reinforcement are taken whenever possible. The child will be recorded as low, medium or high level need, based on the behaviour that is being demonstrated and the level of support that is required.

#### *Individual Behaviour Plan*

The Individual Behavioural Plan (see Behavioural Policy) will be an additional measure to deal with children whose behaviour lies outside of the normal whole school rewards and sanctions. The plan will be set up in consultation with the class teacher, SENDCo, head teacher and parent. It will allow the school to have an agreed policy for a particular child, which may not match that of their peers. The policy will consist of;

- A description of the behaviour difficulty
- A maximum of three behaviour targets agreed with the child
- An agreed whole school description for dealing with behavioural concerns
- A clear criteria for success which the child is aware of at all times
- Rewards and Sanctions
- Any additional action that needs to be taken, which might include consultation with outside agencies e.g. behaviour support.

### **THRIVE at Landscore**

THRIVE is an intervention aimed at assessing and supporting a child's social and emotional needs. All children are assessed at the start of each year and group support established as a result of these assessments. These will be time limited interventions and will be assessed at the conclusion of the unit. Through an initial assessment, co-ordinated between school and home, an action plan is established and targets are set. This action plan includes school and home targets. After a period of three to four months, the assessment is redone and we reflect on where progress has been made. A new action plan is then established. This cycle continues until the child reaches age expected levels.

At Landscore, we run THRIVE groups supported by trained THRIVE practitioners. These groups respond to the child's action plan and the activities link to areas identified in the assessment.

### **Restraint**

The school uses positive handling techniques to help children with their behaviour. Positive Handling aims at giving adults strategies to help defuse situations before they get out of hand. On a rare occasion a child might need to be held in order for their safety and the safety of others to be maintained (see Guidance for Positive Handling). In these situations it is a requirement that the professionals involved will complete and sign paperwork relating to the incident. This also needs to be signed by the Headteacher. Strategies to manage behaviour will be recorded in the child's Individual Behaviour Plan.

### **Provision Mapping and Providing Support at Landscore**

A provision map records the different interventions that are available to children at Landscore. **Universal Provision** is provision which is in place for all children. This intervention typically happens at a whole class level and is particularly useful at supporting children with additional need. **Targeted Provision** is a small group intervention – this can happen either inside or outside of the classroom. **Enhanced Provision** is a one to one intervention and is available to children who require the additional support.

Children who do receive Targeted or Enhanced provision are likely to receive provision from different members of staff. We are looking to avoid over-dependency on a single adult. We have a team of LSAs with expertise in the area of;

- Social, Emotional and Mental Health Need
- Speech Language and Communication
- Learning Needs
- Physical Difficulties

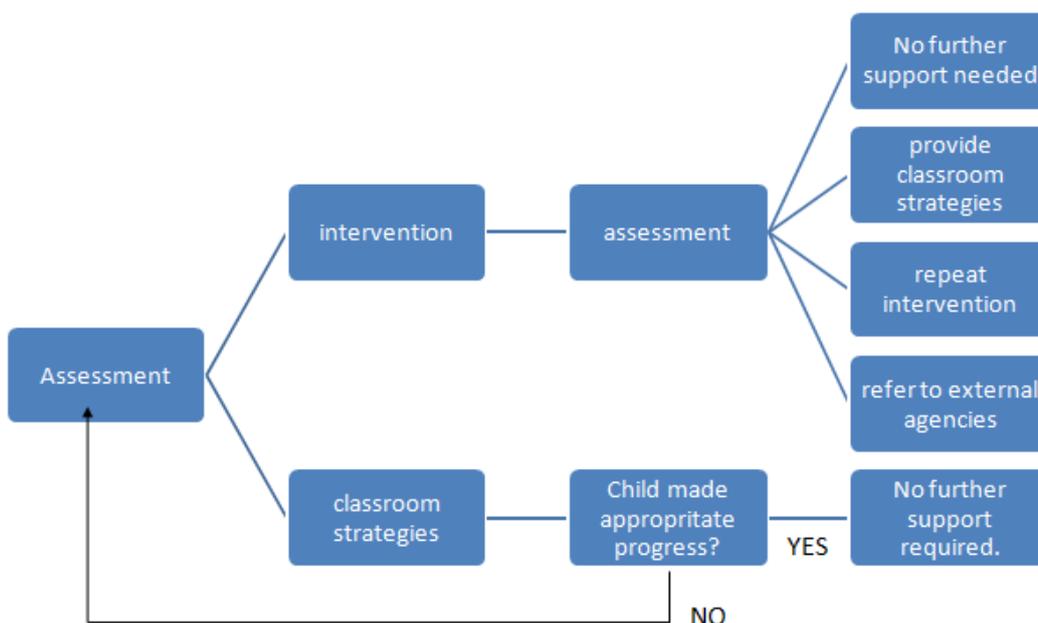
We will assess a child's need in conjunction with multi-agency input and will then decide on how best to meet their needs. Where relevant, particularly for children in receipt of a high degree of SEND support, the Provision Map will be costed.

### **Interventions:**

Our Provision Map details the different provisions available to children at Landscore. These range from in-house intervention support for reading, spelling or mathematics, for example, to enlisting support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, School and Community nurses, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS – Child and Adolescent Mental Health Services, and specialist teacher advisors, Communication and Interaction Team, Social Care and a variety of other local support services. We have an excellent relationship with all local services with whom we work closely and we also work closely with other schools within our Local Learning Community network to enable us to share good practice and expertise.

### **Assessment:**

At Landscore we use assessments at key points to identify additional need. We aim to follow a model of "assess, apply and review", where (through time limited interventions) we measure the progress and identify areas of further work and development. Results of these assessments will be shared with parents at IEP review meetings.



At different stages of their education, assessments will be available for children which will focus on their development in the four areas of SEND. Some of these assessments will be for all children and some for children with specific need.

<b>These assessments are in school and do not include outside agency assessments. Children will have these if required.</b>		
Group	ALL CHILDREN	SOME CHILDREN
<b>New to School</b>	Look at transition documents. If a child is not at the expected level, at the end of the first half term or sooner if needed a 'learning conversation assessment will take place.	
<b>Reception</b>	Speech Link Whole Class Thrive Foundation Stage Goals Leap into Life	Learning Conversation COPS In house OT assessment Fun-Fit
<b>YR1</b>	Whole Class Thrive Fun-Fit SPT	Learning Conversation COPS In house OT assessment Phonics Assessments
<b>YR2</b>	Whole Class Thrive Fun-Fit SATs SPT	For those children who are not on track to achieve 2C at the end of the Year, or any other child that we are concerned about: Junior Speech Link COPS In house OT assessment
<b>YR3</b>	Whole Class Thrive SPT	Learning Conversation COPS In house OT assessment / Fun Fit
<b>YR5</b>	Whole Class Thrive SPT	Learning Conversation COPS In house OT assessment / Fun Fit
<b>YR5</b>	Whole Class Thrive SPT	Learning Conversation COPS In house OT assessment / Fun Fit
<b>YR6</b>	Whole Class Thrive SPT	Learning Conversation COPS In house OT assessment / Fun Fit

When relevant, and where progress is not being made, additional assessments from outside agencies would be accessed.

### **Devon Assessment Framework (DAF)**

The Devon Assessment Framework (DAF) is a tool that school uses to support families at Landscore. The DAF is a key part of delivering frontline services that are integrated, and are focused around the needs of children and young people. The DAF can be used for all children from 0-25 years. It will be started by the Health Visitor at birth and will follow the child as they develop, including those with low level special educational needs right up to the most complex children. The information collected can be stored centrally and accessed by all professionals who are working with a child so that families don't have to tell the same story again and again. For children born before this was established, a DAF will need to be completed with the child's family.

The DAF promotes more effective, earlier identification of additional needs, particularly in universal services. It aims to provide a simple process for a holistic assessment of children's needs and strengths; taking account of the roles of parents, carers and environmental factors on their development. Practitioners are then better placed to agree with children and families about appropriate modes of support. The DAF also aims to improve integrated working by promoting coordinated service provisions.

Once families have completed the DAF Assessment they will work with their lead professional to draw up a plan (DAF 2a) which will identify the outcomes that need to be met for individual children and young people.

Where provision required to meet a child or young persons' needs cannot reasonably be provided from the resources normally available and there is sufficient evidence that actions/interventions to date have not been successful, the lead professional will be able to complete a 'Request for Additional Resources' (DAF 3). For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory EHC plan.

### **Transfer:**

When a child joins us who already has identified SEND then the school will liaise closely with the child's previous school and parents. A transition form will be sent to the previous school which will need to be completed and returned. This document will contain information that will be given to the SENDCo and child's class teacher. Contact will be made between the parents and the SENDCo and they will be made aware of the provision that the school is able to provide. When a child transfers to another school the file is sent to the next school and contact is made with the schools' SENDCo.

### **Transition to Secondary School:**

This initial meeting will occur at the Year 5 Annual Review held in the autumn term. When the child goes to Secondary School the SENDCo from both Landscore and the secondary school will meet prior to the child's visit to support a smooth transition for the child. Contact will also occur with the transition co-ordinator and the relevant year head. Additional visits will be arranged which will enable the SEND children in year 6 to make contact with a member of staff who will help act as a point of reference for the child. They will also go on another visit in addition to the one taken by all of the Year 6 children. Transition plans are established with the identified secondary school and a range of interventions are put in place depending on the need of the child. We work closely with the local secondary school, QEAT, or when relevant another school, to ensure that the transition is as smooth as possible for the child.

### **Resources**

Landscore has a specialist physiotherapy room which has been used to support the needs of some of our children. We also have an outdoor environment and trained SEALs/THRIVE staff who are able to work with children on developing their social and emotional needs.

The school has a central bank of SEND resource material in order to help support the needs of children in our school. The resources can be booked out by LSAs whenever necessary. A small amount of administrative support is available to support with managing SEND paperwork and carrying out assessment tasks. Resources in the classroom may need to be adapted by the class teacher to meet the individual needs of the children in their class. In the event of a child arriving with a specific need, we will take guidance from relevant professionals about specialist equipment that might need to be purchased or loaned. We will work with parents to ensure that appropriate resources are in place before their child arrives at school and will review this provision on an ongoing basis.

Signed .....David Smith..... Chair of C and C Committee      Date

Signed .....Andy Smith ..... Acting Headteacher      Date