Teal Salmon Butty



Langer Primary Academy SEND Policy

Created September 2023

**Vision**

***At Langer, we achieve. We trust, we care, we aspire.***

**Achieve**

At Langer, we value and celebrate all pupils and celebrate their diversity. At Langer, we will work to ensure every child, including those with SEND, achieves in their learning, receiving praise, recognition and success for their efforts and achievements.

**Aspire**

We strive to ensure every child leaves Langer as a confident, independent and resilient individual who moves onto their secondary education without their special educational needs as a barrier to their personal achievement. We aspire for every pupil to leave as an independent, confident learner who has achieved their personal best and is ready for life beyond primary school. We will support children with SEND to:

1. Achieve their best
2. Become confident individuals living fulfilling lives and,
3. Make a successful transition into further education

(Code of Practice 6.1)

**Care**

At Langer, we endeavour to provide equal opportunities to participate in all elements of school life, including enrichment activities and school trips. We recognise that starting points and barriers to success are unique for every learner at Langer and we seek to provide the support, guidance and intervention for pupils needed for the learner to make progress. We follow the SEN Code of Practice in making ‘reasonable adjustments’ to the environment, curriculum and timetable for pupils with SEND where appropriate. We ensure the dignity and modesty of pupils with physical disabilities and personal care is maintained.

**Trust**

At Langer, we will strive to create an inclusive learning environment that promotes excellence and success for all our pupils with special educational needs. Staff will model inclusive practice for all pupils, and foster positive relationships between all pupils, including those with SEND. Staff, including class teachers, the school SENCo and senior leaders are accessible for pupils and parents as needed, to foster a collaborative, child-driven approach to meeting the needs of SEND pupils. The learner, family, class teacher and SENCo will be involved in decision making.

Signed by:

SENCo: Date:

Executive Headteacher: Date:

Chair of Governors: Date:

**Legal framework**

This policy has been developed to comply with the statutory requirements laid out in the SEND Code of Practice (2015). It has due regard to relevant legislation and guidance, including, but not limited to, the following:

* Equality Act (2010)
* Education Act (1996)
* Children and Families Act (2014)
* Health and Social Care Act (2012)
* Mental Capacity Act (2005)
* Disabled Person Act (1986)
* Safeguarding Policy
* Keeping Children Safe in Education (2021)
* Accessibility Plan
* Teachers Standards
* Government Guidance for COVID-19

This policy operated in conjunction with Langer Primary Academy’s additional school policies.

**Objectives**

At Langer, we strive to ensure every child can achieve in the learning, participating in all elements of school life. In order to achieve this, we will:

1. Identify at the earliest opportunity all pupils who are not making expected progress in relation to age-related peers.
   1. Class teachers are responsible and accountable for the progress and development of pupils in their class
   2. Quality first teaching is provided for all pupils, adapted for those who are not making expected progress
   3. Class teachers will work in collaboration with the school SENCo, following the SEND Code of Practice 2014: 0-25 years’ graduated approach for pupils not making expected progress, to identify and review pupils with special educational needs:
      1. Assess
      2. Plan
      3. Do
      4. Review
2. Work in partnership with parents/carers and pupils to create a collaborative approach to create a plan to support a child with SEND
3. Ensure that all staff receive appropriate training and advice to support quality first teaching and learning for all pupils
4. To make reasonable adjustments to classroom environments, systems and practice to enable all children to have access to the curriculum
5. To work with the Local Authority and outside agencies to ensure we are meeting the needs of all SEND pupils
6. The school SENCo will oversee SEND provision, coordinating it into a whole school approach for success for all pupils

**Identifying Special Educational Needs or Disabilities (SEND)**

At Langer, we have a clear approach to identifying pupils with SEND. A child is identified as having a learning difficulty or disability if they:

1. Has a significantly greater difficulty in learning than the majority of the same age
   1. Learns significantly slower than that of their peers starting from the same baseline
   2. Fails to match or better the child’s previous rate of progress
   3. Fail to close the attainment gap between the child and their peers
   4. Widens the attainment gap

or

1. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

There are four broad areas of need:

* Communication and interaction
  1. Learning needs including, but not limited to:
     1. pupils who have challenges in communicating with others in speech limitations
     2. pupils who have challenges in communicating with others in expressive and/or receptive language
     3. autistic spectrum condition.
* Cognition and learning
  1. Learning needs including, but not limited to:
     1. specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
     2. mild learning difficulties
     3. moderate learning difficulties
     4. severe learning difficulties
* Social, emotional and mental health difficulties

1. Learning needs including, but not limited to:
   1. Attention deficit hyperactivity disorder
   2. Mental health diagnosis including depression and anxiety
2. We recognise that SEMH difficulties may present in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Reasonable adjustments to the behaviour policy will be implemented for pupils with identified SEMH needs.

* Sensory and/or physical needs

1. We recognise that impairments that prevent or hinder pupils from using the school’s facilities may not constitute SEND, but will ensure a pupil with a disability is covered by the definition of SEND if it impacts their learning and progress. Learning needs including, but not limited to:
   1. Vision impairments
   2. Hearing impairments

The purpose of these four broad areas of need to guide us in the graduated approach to create a plan to support the child in their learning, not to solely classify the child. We recognise the early identification of SEND and effective provision improves the long-term outcomes for the pupils.

With the support of the senior leadership team, classroom teachers will conduct regular progress assessments through pupil progress meetings, and both formative and summative assessment, with the aim of identifying pupils making less than expected progress.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

● A tendency to set fires

● A tendency to steal

● A tendency to commit physical or sexual abuse towards others

● Exhibitionism

● Voyeurism

● Tattoos and piercings

**English as an Additional Language**

1. Pupils who speak EAL are not automatically considered to have a special educational need, and barriers to progress will be considered if concerns are raised by parents, carers of teachers.

**Under-achievement**

1. At Langer, we recognise that progress in learning may be affected by factors other than SEND. Pastoral support teams react daily to concerns including, but not limited to: safeguarding and attendance and punctuality.
2. When pupils present with behavioural concerns, we will work with the pupil and parents/carers to identify the underlying causes of behaviour and put in place strategies to support through the SEND and pastoral systems. Reasonable adjustments to the behaviour policy will be made for these pupils, whilst continuing to uphold our high expectations of behaviour across the school.
3. We recognise that pupils who have experienced trauma may communicate their challenges in a variety of ways. Pupils’ wellbeing is a top priority for Langer and we promote and provide access to a range of support systems in order to support the pupils in being ready to learn. These systems include, but are not limited to:
   1. A sequenced, progressive RHSE curriculum
   2. Play therapist
   3. Level two counselling
   4. Emotional Literacy Support Assistant (ELSA)
   5. School nurse support
   6. Primary mental health worker

**Roles and responsibilities**

* + 1. The Special Educational Needs Co-ordinator (SENCo) is responsible for:

1. The strategic development of SEND across the school
2. Day-to-day operation of the SEND policy and co-ordination of SEND provision
3. Working closely to provide training for, and support staff in supporting SEND pupils. Training will include the following, but not limited to:
   1. Identifying SEND in pupils
   2. Meeting needs of identified SEND needs
   3. Liaising with the school’s SENCO
   4. Implementing support measures
   5. Monitoring the success of those support measures
   6. De-escalation techniques
   7. Restraining techniques
   8. How to develop peaceful learning environments
   9. How to develop lessons so they are engaging for pupils with varying forms of SEND
   10. Reasonable adjustments
   11. How to help with emotional development
4. Providing guidance to staff to ensure pupils with SEND have access to the curriculum
5. Working closely with parents/carers to generate a plan for pupils with SEND
6. Working closely with pupils on the SEND register to ensure they are involved in the planning of their support
7. Working with external agencies to ensure needs of pupils are met, where appropriate
8. Ensuring records of SEND are kept up to date
9. Attaining the National Qualification for SEN provision within three years of gaining the post
10. Working as a member of the senior leadership team to ensure SEND is a priority across all areas of school development
    * 1. Classroom teachers are responsible for:
11. Planning and delivering quality first teaching across the curriculum for all pupils to access, including those with SEND
12. Setting and upholding high expectations for every pupil
13. Delivering feedback to all pupils such that all pupils can reflect and respond in their learning
14. The progress and attainment of all pupils in their class, including those with SEND
15. Raising concerns to the SENCo of pupils who are not making expected rates of progress
16. Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, pupils and the SENCo
17. Delivering in class interventions for identified pupils as a strategy for reducing attainment gaps in identified areas of need
18. Having a classroom environment that is accessible for all pupils
19. Communication with and managing teaching assistants to best support pupils within the classroom, including those with SEND
    * 1. Support staff are responsible for:
20. Supporting pupils in their learning by delivering quality provision, including pupils with SEND
21. Supporting pupils to develop independent learning skills and manage their own learning
22. Delivering specific interventions to meet needs of those with SEND, overseen by the class teacher and SENCo
23. Attend and receive training to meet the needs of pupils with SEND
24. Log progress of SEND pupils towards individual targets on SEND inspire
25. Ensuring their subject knowledge of the curriculum is sufficient to support pupils in their learning, in line with planning completed by the class teacher
26. Supporting identified pupils in active play in unstructured break times, modelling socialisation and communication skills
    * 1. Governors are responsible for:
27. SEND governor is responsible for meeting regularly with the SENCo for updates, concerns and progress, reporting back to the governing body.
28. Governing body has responsibility for ensuring policies and procedures meet statutory requirements
29. The school is using SEND funding appropriately

**The Graduated Approach**

Following the SEN Code of Practice (2015), once SEND needs have been identified, a continuous four-part cycle begins: the graduated approach: assess, plan, do, review. The graduated approach is a collaborative cycle to support the pupil with SEND, generated collaboratively with the parent/carer, pupil, class teacher and SENCo.

**Assess:**

If a child is identified as needing support, strategies and adaptations to the teaching will be made with support from the SENCo. This progress will be monitored and if no progress is made, the class teacher will work collaboratively with the SENCo to conduct a thorough assessment of the child’s needs, drawing on:

1. Teacher assessment
   1. formative assessments
   2. summative assessments
   3. experience
   4. prior attainment
   5. child’s development
   6. observations and presentation and behaviour in the classroom
2. Parent/carers views and experiences
3. Pupils views and experiences
4. Advice from external support agencies where appropriate

Observations throughout the assessment process will be shared with parents and carers to ensure they are fully informed on presentation and behaviours. Communication could be shared through face-to-face handovers, home-school communication books, class dojo or email communication.

**Plan:**

Following the assessment, SENCo will feedback to class teachers and parents building on previous home-school communications. Further, evidence-based support and interventions will be agreed and planned for, taking into account the pupil’s views on what will best support them in their learning. A clear timeline will be agreed allowing the strategies and interventions time to have an impact and to monitor progress. Targets will be agreed for the pupil.

**Do:**

The class teacher will then work to put the plan into practice, remaining responsible for the progress for all pupils. If the interventions or agreed strategies require additional staffing or 1-1 teaching away from the teacher, the class teacher retains responsibility for the learning and should have an oversight of the provision and learning being offered. Class teacher and adults supporting the child will log evidence of progress against targets.

**Review:**

The effectiveness of the strategies and interventions is reviewed regularly. The SENCo, working collaboratively with the parent/carers, pupil and class teacher reviews pupil progress to review whether the planned strategies have had a positive impact on progress. Further assessments are conducted if beneficial to reviewing progress, and a new plan is agreed for the graduated approach cycle to begin again. External agencies will be invited to review meetings where appropriate to ensure specialists can support identified needs if needed. Pupil progress on agreed targets will be amended/edited/renewed in the review meeting, dependant on progress seen and agreed actions.

As a record of additional support given through the graduated approach, pupils are added to the SEND register, overseen by the SENCo. Pupils are recorded either as receiving SEND support, or as having an Educational Health Care Plan (EHCP). When a child is making good progress following the support put into place, the decision will be made collaboratively with the SENCo, parent/carers, pupil and class teacher to remove the child from the SEND register, and this can change over time.

Throughout the graduated response process, presentations and progress of pupils will continued to be shared with parents and carers to ensure they are fully informed. Communication could be shared through face-to-face handovers, home-school communication books, class dojo or email communication.

**Educational Health Care Plans (EHCP)**

Where, despite the consistent action to identify, assess and meet the SEN of a pupil, but the pupil has not made progress, the school or parents should consider requesting an EHCP. This cannot be requested unless there are two evidenced cycles of the graduated approach, as evidence will be required for submission of an educational health needs assessment request. All time scales outlined within the Suffolk Local Offer will be adhered to by the school, and shared with parents/carers throughout the assessment window.

Should the Local Authority decide to issue an EHCP, once a plan is issued an annual review will be held to evaluate outcomes from interventions against set targets, to review the progress for the pupil. Early reviews can be held if there is a significant cause for concern with regard to pupils’ progress.

If progress continues to be limited, parent/carers may make the decision following an annual review to apply for a specialist provision. The SENCo will work with the family and child to provide an overview of information and options that are suitable for best meeting the child’s needs.

**SEND Tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, supporting the pupils’ family to make an informed decision on next steps, without the child’s education being impacted.

In all cases, the school’s written complaints procedure will be followed, allowing for a complaint to be considered informally at first. Following a parent’s serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place. Where necessary, the Executive Headteacher will make the relevant parties aware of the disagreement resolution service.

The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the ‘SEND Code of Practice: 0 to 25 years’. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the ESFA.

**Admissions**

Admission applications of a pupil with SEND to Langer Primary Academy are welcomed, and school will meet the duties of the School Admissions Code.

Applications of a pupils with an EHC plan will be reviewed carefully and a response will be given dependant on whether school feel they are equipped and prepared to meet the needs of the pupils outlined in the EHC plan.

The admissions policy can be found on the school website.

**Funding**

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. Where a pupil would benefit from a higher level of support or intervention, a high needs funding application will be made to the Local Authority to provide the best support available for the pupil in order to meet need.

**Transition**

At Langer, we recognise that transition into school and between Key Stages can be a time of anxiety for children with SEND and their parents/carers. We will therefore offer the opportunity for parents/carers the discuss the needs of their children with the receiving school staff and school SENCo. We recognise that the parents/carers know their children best and therefore will build a partnership as their child moves through education.

EHC plan reviews and amendments will take place in advance of the period of transition, to ensure most up to date information and targets are passed onto the receiving school staff. Pupils with an EHC plan who are moving to the next phase of their education will have plans reviewed by 15th February in the calendar year of the transfer.

Early Years staff will communicate with pre-school settings to understand the child’s skills and gaps to be developed. Staff within Langer Primary will have transition meetings to hand over identified strengths and identified needs to the receiving teachers. Year 6 teachers and SENCos will meet with Y7 transition teams to ensure all information is handed over to the receiving secondary school to support a smooth transition. Parents/carers will be involved in all aspects of transition, supporting them for the change, and meetings with parents are welcomed.

Pupils who will benefit from additional transition will be invited with their families to meet the class team and see their new learning environments before the new school year starts, supported with visual resources as appropriate.

**Behaviour**

Shape

Description automatically generatedLanger Primary Academy’s behaviour policy outlines behavioural expectations for all pupils, and is integral to our school curriculum. Positive behaviour, engagement and attendance are essential to creating a safe and positive learning environment for all pupils within Langer Primary Academy. Every member of the school community should feel safe, respected and thrive in their learning.

At Langer, we have the highest standards of behaviour and conduct in our pupils and staff. Our Behaviour Policy outlines the stages of behaviour management implemented consistently across the school, working to support all pupils being ready to learn through the use of positive behaviour management strategies rooted in caring, trusted relationships.

We appreciate that for some of our younger pupils, positive behaviour still needs to be fully developed and the stages of our behaviour policy allow us to teach the high expectations as a part of our curriculum. We are committed to supporting pupils to become resilient, responsible, aspirational, well-behaved young people.

For pupils with SEND, reasonable adjustments will be made to the behaviour policy with adjustments to expectation and support in line with a child’s individual needs. Inclusive steps will be put into place to support the child in having the opportunity to be successful, with consequences adjusted for the individual understanding and maturity of the pupil. These will be agreed with each pupil on an individual basis and could include adaptations (but are not limited to): additional reminders before a reflection,

Harassment and bullying will not be tolerated at Langer Primary Academy, and is outlined within our anti-bullying policy. We recognise that pupils with SEND can be particularly vulnerable to bullying, and that communication and language challenges may lead to it being challenging for a pupil to recount events. These vulnerabilities are taken into account by trained staff when dealing with issues of bullying involving pupils of SEND.

**Further Access to Education**

If a pupil is facing significant barriers in accessing mainstream education within Langer Primary Academy, the school may take further steps in an attempt to support the pupil in being successful in their learning.

The school may recommend a part-time timetable, which would be suggested as a last resort by the headteacher to reduce the risk of permeant exclusion for a pupil, and to build or rebuild a positive relationship between the pupil and education. A part-time timetable would only be implemented with the full support of parents/carers, and with a clear timeline provided of when the child would be returning to full time. The part-time timetable plan would be reviewed at a minimum of every two weeks, with the opportunity to review earlier at either school recommendation or school request.

The school may commission attendance to an alternative provision. This would be recommended by the headteacher and school SENCo after careful consideration, as a platform to reducing the risk of permeant exclusion for a pupil, and to build or rebuild a positive relationship between the pupil and education.

**Complaints:**

Langer Primary Academy’s complain policy can be found on the school website, and should be followed for any complaints, including regarding pupils of SEND.

**Data Protection and Confidentiality**

Langer Primary Academy is compliant with the GDPR and Data Protection Act 2018. All information will be kept in accordance with the school’s Data Protection Policy.

The school will:

1. Include details of SEND, outcomes, actions, agreed support, teaching strategies and involvement of specialists as part of management information to monitor the progress of a pupil.
2. Maintain accurate and up-to-date register of the provision made for pupils with SEND
3. Record provisions and interventions offered by the school which is different or additional to that offered through the school curriculum through SEND inspire
4. Information may be shared with the Local Authority and specialists, at the knowledge and agreement of the parent/carers.

The SEND information report will be prepared by the local governing body, and will be published on the school website. It will include required information outlined in the SEND Code of Practice.

**Monitoring and Review**

This policy is reviewed on an annual basis in conjunction with the local governing body, and changes will be communicated to all members of staff. All members of staff are expected to familiarise themselves with this policy on induction and remain up to date with reviews annually.

The next scheduled review date for this policy is September 2024.