



Lightcliffe CE Primary School

Wakefield Road,
Lightcliffe,
Halifax
HX3 8SH

Special Educational Needs and Disability (SEND) and Inclusion Policy 2017

in line with the Special Educational Needs and
Disability Code of Practice: 0 to 25 Years

January 2015

(Reviewed January 2020)

Approved by the Governors of Lightcliffe CE (VA) Primary School

Date	Amendment	Signed

To be reviewed annually

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway.

This policy is intended to reflect the practice and aspirations of the whole school and to reinforce the school's commitment to supporting pupils who have Additional Educational Needs (AEN) or Special Educational Needs & Disabilities (SEND).

It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community and is underpinned by the new SEND Code of Practice, in place from January 2015.

In keeping with the fundamental principles of current reform this policy will be reviewed annually alongside parents, pupils, the governing bodies and school staff.

Our practice follows the statutory guidance on duties, policies and procedures relating to the Equality Act (2010) and Part 3 of the Children and Families Act (2014) that has replaced the previous SEN Code of Practice (2001). Full details and supporting information relating to this Act can be found by accessing the following link:

<https://www.gov.uk/government/organisations/department-for-education>

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 — 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 to 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 (updated 2013)
- Mental health and behaviour in schools — Departmental advice for school staff March 2016

This policy has been created collaboratively with the school's SENCO and the SEN Governor, in liaison with the Senior Management Team (SMT), all staff and parents of pupils with SEND.

Responsibility for Co-ordination of SEN Policy

Provision for pupils with special educational needs is a matter for the school as a whole. The following stakeholders have strategic and statutory duties:

Special Educational Needs Co-ordinator (SENCO)

The SENCO has day-to-day responsibility for the operation of SEN Policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs. The school SENCO is Monique McDonald BA (Hons), PGCE, DipM, DipHE (SEN) who is a member of the SMT and has been accredited with the Post Graduate Diploma in Special Educational Needs.

Contact: email — senco@lightcliffeprimary.co.uk Tel - 01422 202235

The Headteacher

The headteacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The headteacher keeps the governing body fully informed and also works closely with the school's SENCO. The headteacher is Charles Woodbridge B.Ed (Hons) until the end of Spring term 2020. From the start of Summer term 2020, Kate Dunkley and Adelle Hustler will be taking joint responsibility until the appointment of a new headteacher in September 2020.

Contact: email cwoodbridge@lightcliffeprimary.co.uk Tel - 01422 202235

The Governing Body

The Governing body should, in collaboration with the Headteacher, SENCO, SMT, parents and pupils, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governor with responsibility for SEN is Christine Stephenson.

Our school beliefs and values around SEN

At Lightcliffe CE Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements and gifts, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Every teacher is a teacher of every child or young person including those with SEN.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Education Needs and Disability Code of Practice January 2015.

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. This can be achieved by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of positive self-esteem within the child
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing My Support Plans (MSP) and Education Health Care Plans (EHCP)

Objectives

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice January 2015.
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCO) who will work to ensure that the SEN Inclusion Policy is implemented
- provide support and advice for all staff working with pupils with special educational needs

Identifying Special Educational Needs

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. High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people, however, we recognise that some children at some point during their school years may be considered to have additional educational needs or special educational needs.

At Lightcliffe CE Primary we assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. This evidence can help the early identification of any SEN that has not already been recognised.

The SEND Code of Practice January 2015 refers to four broad areas of need that allow us to consider what action the school needs to take in order to support the pupil. The four areas of need are outlined below:

Communication and Interaction

Pupils with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils with Autistic Spectrum Conditions (ASC), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and dysgraphia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a barrier which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time, where the barrier does not fluctuate it may be considered to be a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What potential barriers to learning are not considered to be SEN?

Some pupils may be subject to factors that impact on their progress and attainment and are not considered to be a special educational need. These are listed below:

- Disability — A pupil who has a disability under the Equality Act 2010 has ‘...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’. Whilst some pupils with a disability may also have SEN, a disability alone does not constitute SEN.
- Problems with attendance and punctuality
- Issues in Health and Welfare
- Having English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a looked after child (LAC)
- Being a child of Servicemen/women
- Behaviour — Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN

A Graduated Approach to SEN Support

At Lightcliffe CE Primary, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment — for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Some pupils may have been identified and assessed as having a Specific Learning Difficulty (SpLD) such as dyslexia but this does not mean that they cannot make expected progress given effective strategic teaching. Pupils with this level of need are considered to have Additional Educational Needs (AEN). Pupils with AEN will have a My Support Plan (MSP) that highlights their specific learning needs in order that the teacher can plan for effective differentiation. The school holds a register of pupils who have AEN.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

A Graduated Approach — Universal Needs

At Universal Needs, subject teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers will apply an 'Assess - Plan - Do - Review' cycle in developing the most effective strategies for individual pupils' learning. Teachers will work with pupils and parents in order to share in target setting and decisions about support. Teachers may need to work with non-teaching members of staff to maximise the support for pupils at Universal Needs.

A Graduated Approach — Additional Needs

At Additional Needs, pupils who are not making adequate progress need additional intervention and support. Teachers will have supporting evidence gained through the 'Assess - Plan - Do - Review' cycle that can be used alongside other information gathered from within school to investigate potential barriers to learning and help identify any underlying SEN early. The school is committed to developing the awareness, skills and expertise of teachers in identifying and supporting pupils with AEN and SEN. Teachers can make use of a range of strategic information and resources available to assist in their planning for individual needs. The SENCO will work with the teacher, pupil and parents/carers to review this information and consider next steps. At Additional Needs, a pupil may require an MSP to help give clarity to the particular areas of need and could therefore be added to the AEN register. The SENCO, alongside support assistants, may need to work with the teacher and pupil, in or outside of the classroom, to establish effective learning strategies.

It may also be appropriate to conduct internal screening tests, such as those used to screen for the possibility of dyslexia, or pupil focused observations to help support a decision to move a pupil to Special Needs range of the graduated response.

The teacher would still be responsible and accountable for the progress and development of the pupil and any new strategies developed need to be monitored through the Assess - Plan - Do - Review cycle.

A Graduated Approach — Special Needs

Some pupils may have higher levels of need that require special educational provision in addition to the high quality teaching delivered at Universal and Additional needs. At this stage it may be appropriate to work with the pupil and parents/carers alongside specialist external agencies who can offer advice around support and appropriate next steps and access to any relevant assessments. Examples of the agencies the school works closely with can be found in the school's Local Offer on our website - www.lightcliffeprimary.co.uk

In some cases, there may be a need to make agreed adaptations to a pupil's curriculum in order to work more effectively towards the pupil-centred outcomes at the heart of our support. Such adaptations can release additional time for the pupil to access specific support to address their areas of need.

Pupils may need to be moved from Additional Needs to SEN during the school year depending on their individual needs; in these cases, parents will be informed by letter.

Pupils who have a new Education Health Care Plan - EHCP (formerly known as a Statement) are likely to access the Special Needs support on arrival at the school.

There are two further levels of our Graduated Approach which are High Needs and Complex/Significant needs. For further details on these please see the SENCO who will show you our graduated response documentation.

To decide if a child needs to be placed on the SEN register it is important to follow the Assess - Plan - Do - Review Cycle which is as follows:

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, will 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, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to our own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with us to help inform the assessments. Where

professionals are not already working with school staff, the SENCO will contact them (if the parents agree) and provide written consent on the referral form.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified and receive a letter. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular weaknesses, and advise on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head, SENCO and Subject Leaders
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor

- School self-evaluation
- Local Authority moderation process and Ofsted inspection arrangements
- meetings of parents and staff, both formal and informal
- pupil voice questionnaires and interviews
- parent voice questionnaires and interviews

How are pupils, parents and carers and families involved in the Graduated Response?

At all levels of the graduated response early discussions with the pupil and their parents/carers are fundamental to the process. These early discussions should lead to a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school's information systems. The school provides links, through the 'School Information Report', for parents and pupils to access the local authority's information, advice and support services and Calderdale's Core Offer and Local Offer.

What tools are used to identify needs?

- The online SDQ (You Can Say!) has been fully incorporated and is being used to identify areas of need often seen in children with Social Emotional and Mental Health Difficulties (SEMHD).
- Lucid Screener - Lucid has been the market leader for 15 years and pioneered the development of easy to use computerised tools for teachers in the early identification of the possibility of dyslexia (from 7 years old) and the profiling of cognitive skills in young children.
- We work closely with a private dyslexia assessor who can help clarify dyslexic traits and can diagnose dyslexia.
- A Combined SpLD Checklist is completed separately by class teachers and parents.

Managing Pupils' Needs on the SEN Register

Pupils on the SEN register now come within a single category of SEN SUPPORT. This is a change to the system which ended on 1st September 2014 that categorised pupils into School Action, School Action Plus and Statements. The process for managing and meeting the needs of pupils on the SEN register from September 2014 is outlined below:

- The teacher has the responsibility for planning and delivering support for individual pupils with SEN, including those who have EHC plans

- The SENCO provides professional guidance to colleagues and will work closely with the pupil, staff, parents and other agencies in order to create the best support for the individual pupil
- Where a pupil is receiving SEN support, teachers and the SENCO, should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Review meetings will be held with parents three times a year
- The SENCO produces maps of pupil provision. One - the Impact of Intervention form evaluates the effectiveness of interventions in place in terms of progress and achievement. A further provision map details the funding required for each intervention. These maps are reviewed and form part of the strategic discussions with senior leaders and the SEN Governor.
- The teachers are responsible for updating the Calderdale SEND Support plans following review meetings.
- In addition to the school based review meetings, pupils who have a current statement or new EHCP will have their plans reviewed at least once a year at the Annual Review Meeting. Prior to this meeting a Person Centred Review is held between class teacher, SENCO and parents. This meeting will involve the SENCO, the key worker or Learning Support Assistant (LSA) where appropriate, parents/carers, the pupil and representatives from the local authority teams supporting the individual pupil
- In most cases where additional support and specialist services may be required, the SENCO will co-ordinate this action
- In most cases where a formal referral process is required the pupil and parents/carers will be fully involved in compiling the necessary evidence to support the referral
- In exceptional cases, where the graduated response for meeting individual needs has not been effective in securing agreed outcomes, the school may request additional funding from the local authority 'High Needs Block'. In this event, the SENCO will, in collaboration with the pupil and parents/carers, present supporting evidence to the local authority
- Where additional funding from the local authority is granted for the pupil, there may be a need for an EHCP in which case, in agreement, the school and parents can request an Education and Health Needs Plan assessment.

Criteria for exiting the SEN Register

One of our core aims in supporting pupils with SEN is preparing them effectively for adulthood. In meeting this aim we work to develop a strong level of independence within each pupil at the school and in doing so help them to acquire the skills and awareness needed to lead safe and successful lives as they move into secondary education, higher education and then the work place. If a pupil is receiving special educational provision and support there is an expectation that, over time, the level of support is reduced or altered to allow for increased independence.

Most learning needs and disabilities will be present for life and as such we recognise that the majority of pupils with additional or special needs will require continued monitoring whilst at school regardless of the level of support.

If it is felt that children are making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEN register, then all records will be kept until the pupil leaves the school and passed on to the next setting. The pupil will be continued 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.

All pupils are individuals and as such there are no prescribed 'best fit' criteria for exiting the SEN support register. Common indicators are likely to be based on attainment across subjects, effort grade on the school report, teacher evidence and pupil and parent/carer views.

Supporting pupils and families

The new Code of Practice places a greater focus on:

"the participation of children and young people and parents in decision-making at individual and strategic levels"

We aim to run termly parent workshops to provide parents and carers with information on different areas of need.

We have run the following workshops:

- Dyslexia Workshop - 4th December 2019
- Anxiety Workshop — 25th June 2019 (led by Ian Wood from CAMHS)
- Sensory Processing Difficulties Workshop — 9th January 2019
- Hypermobility Workshop — 29th November 2017
- SEMHD Workshop - 30th November 2016
- ASC Workshop - 9th March 2016
- Dyslexia Workshop - 21st October 2015

Power points on the above workshops are available on request. For further information, please see the School Information report on the school website:

<https://www.lightcliffeprimary.co.uk/key-information/send>

In the summer term 2019 we are hoping to run a workshop on anxiety. Parents are notified in advance and can reserve a place on any workshop.

The following information and links are in place to guide parents/carers and pupils to useful information that can support their part in decision making.

The Calderdale Council Local Offer can be accessed using the link below. Calderdale's Local Offer is one central place to access all information about services and support available to SEN and disabled children, young people and their families. Whether you are a child, young person or parent/carer, you will be able to access all the information you need about education, leisure, social care and health.

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

Our School Information Report can be accessed via the school website www.lightcliffeprimary.co.uk. This document is intended to provide straightforward information for parents/carers and pupils about the support and provision they can expect from the school.

Please contact the SENCO for further information about our provision and support for AEN and SEN pupils and their families including contact information for other agencies.

Our Admission arrangements/procedures can be found on the school website.

Class teachers, in partnership with the SENCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with Assessment Co-ordinator and the class teacher to assess pupils' eligibility for access arrangements.

Supporting pupils at school with medical conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans (IHCPs) specify the medical condition and nature of support required to meet the medical needs of such pupils.

Where the pupil also has SEN, their provision is planned and delivered in a co-ordinated way with the IHCP. The SENCO works with the Headteacher who is responsible for the overall managing of pupils with medical needs, teachers, pupil, parents/carers and relevant health professionals to develop the most effective strategies for support.

The school recognises that pupils with SEN and or medical conditions should be supported so that they have full access to education including school trips and physical education.

The school Medical Needs Policy can be accessed via the website www.lightcliffeprimary.co.uk.

Monitoring and Evaluation of SEN

The school is eager to maintain and develop outstanding practice in monitoring and evaluating the effectiveness of our SEN provision. The provision for SEN pupils is monitored and evaluated in a number of ways.

- Parents/carers and pupils get the opportunity to give their views and feedback each year
- The views of pupils and parents are also considered as part of our on-going support and provision procedures including those put forward at review meetings
- Teachers will evaluate provision available in and out of their lessons to meet the individual needs of pupils
- The SENCO has the responsibility to work with all stakeholders to address any areas for development identified through the above and to promote an active process of continual review and improvement of provision for all pupils
- The SENCO is also responsible for reporting annually to the school's governing body in order that they can review provision for pupils with additional needs and special needs.

Training and Resources

How is SEN Provision Funded?

Schools have an amount identified within their overall budget, called the Notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Staff Training

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 any relevant training and development in SEN. The following examples highlight the ways in which the school achieves this;

- The SENCO is experienced and qualified with a Postgraduate Diploma in Special Needs
- The SENCO regularly attends local authority SENCO Network Meetings in order to keep up to date with local and national initiatives
- The SENCO attends SENCO meetings half termly to share best practice and resources with other SENCOs across the trust
- Members of the Senior Management Team are actively involved in developing their awareness of issues relating to SEND and the Headteacher attends appropriate conferences in order to support the SEND and inclusion agenda in whole school decision making
- All staff attend SEN INSET presentations as part of Continuing Professional Development
- The SENCO supports new staff to explain the systems and structures in place around the school's ANP and SEN provision and practice
- All staff have easy access to on-line CPD materials and most staff have also undertaken training on the Special Needs Inclusion Development Programme (IDP)
- The SENCO and staff who have taught pupils with more complex needs share strategies and experience in order to create consistency in provision and faster response to current need
- Some staff have specific SEN targets as part of their performance management.

Training courses attended by staff

- British Dyslexia Association webinars focusing on Dyslexia (5-6 hours in total)
- Memory Skills Training
- Senco has attended all training updates on SEN procedures
- Stammer Friendly School training course
- Specific learning difficulties with a focus on Dyslexia (1 day course)
- Mental Health First Aid training (accredited)
- National Service Framework 'Core Competencies' in mental health (accredited)
- Introduction to Cognitive Behaviour Therapy Course
- Finding Vocabulary Course
- Introduction to Child Mental Health Course
- ASD
- Downs Syndrome
- Dyscalculia
- Stammer Workshop
- Team Teach
- Individual Pupil Risk Assessment training

Roles and Responsibilities

The SEN Team is key to ensuring children with SEN are fully and effectively supported in school.

Role	Name	Key Duties
SEN Governor	Christine Stephenson	To challenge school on SEN provision in order to ensure the most effective provision possible is provided.
SENCO	Monique McDonald	<ul style="list-style-type: none"> • To have day to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN, including those with EHCPs • To advise on the graduated approach to providing SEN support • To provide professional guidance to colleagues • To work closely with staff, parents and other agencies • To ensure that the school keeps the records of all pupils with SEN up to date
SEN Support and Class Teaching Assistants		<ul style="list-style-type: none"> • To support individual young people in classroom settings, as needed • To provide tailored support/intervention to small groups/ individuals as needed • To provide pupils with support during unstructured times such as e.g. break/lunch
Designated Teacher with specific Safeguarding responsibility	Kate Dunkley	<ul style="list-style-type: none"> • Refer all cases of suspected abuse to the local authority children's social care • Ensure that the school's policies are known and used appropriately by all staff • To manage the team of LSA's

Staff member responsible for managing Pupil Premium Grant/Looked After Children (PPG/LAC) Funding	Charles Woodbridge	<ul style="list-style-type: none"> • To maintain a list of Pupil Premium children • To ensure money is transferred appropriately and budget is monitored • To monitor progress of Pupil Premium children • To report to Governors about Pupil Premium children
Staff member responsible for managing the medical needs of pupils	Charles Woodbridge	<ul style="list-style-type: none"> • To maintain a list of children on medical needs • To complete medical needs paperwork and copy to parents/staff • To write policy for medical needs • To liaise with school nurse as needed • To liaise with staff as needed

Storing and Managing Information

The school takes the security of the information it holds very seriously and ensures that personal information is kept securely and in accordance with the Data Protection Act 2018 and the General Data Protection Regulation 2016 (GDPR) implementation date May 2018.

Documents relating to pupils on the SEN register will be stored with their Pupil File in the SEN room; the room is locked overnight. SEN records will be passed on to a child's next setting when he or she leaves Lightcliffe Primary. The school has a Confidentiality policy which applies to all written pupil records.

Further information on how we use and store personal data can be found in our Data Protection policies and Privacy Notices.

Reviewing the policy

This policy and the Local Offer are intended to be a working document. It is statutory to review this document annually but the school recognises that more regular amendments and updates may be necessary. The school welcomes parent/carer and pupil views and advice on its contents and how best to present this information. If you would like to contribute to the continued development of the policy underpinning our SEN practice, then please contact the SENCO.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The school's Accessibility Plan can be viewed via the website www.lightcliffeprimary.co.uk

Dealing with complaints

At our school, decisions about provision for pupils with SEN or disabilities should be made jointly by school staff, parents/carers and the pupils themselves, taking a person-centred approach, with the views of the pupil and parents taken into account when those decisions are made.

Effective relations between school, parents/carers and pupils should be evidenced by open communication so that parents/carers and pupils know where they are in the decision-making process, their knowledge and experience can be used to support good decision-making and they know the reasons why decisions have been made.

We aim to forge positive and supportive relationships with both pupils and parents/carers in order to work together effectively.

Where concerns or disagreements around SEN provision are experienced, parents can contact the SENCO or another appropriate member of staff, who can then look into the concern and give a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be cleared up.

If no satisfactory solution to the concern has been agreed, reference should be made to our Complaints Policy which can be found via the school website, select: Info/Policies, Complaints, or click on the following link: <https://www.lightcliffeprimary.co.uk/about-us/policies-procedures>

Bullying

It has been identified through a number of national studies that pupils with SEND are more likely to be subject to bullying especially from their peers in schools and the wider community.

We recognise that all pupils have a right to be happy and respected and will actively promote such an ethos across the school. We aim to foster an ethos of respect and value for every individual so that all pupils feel safe and confident to be themselves.

National publicity in the fairly recent past has clearly shown what distress bullying causes to its victims and how that distress can lead to the most appalling results.

It is therefore important that everyone connected within the school understands the following:

- that bullying in any form will not be tolerated;
- that anyone who knows or suspects that bullying is going on is under a clear obligation to take action to stop it;
- that the consequences of bullying are made clear to all.

The effects of bullying may include:

- Anxiety and depression
- Long term absence from school
- Physical illness or psychosomatic complaints
- Poor self esteem
- Difficulty in forming positive relationships
- Feelings of worthlessness and betrayal
- Lowered standard of work
- Withdrawal, isolation or self-harm

It is vital that an open culture about bullying exists. All pupils must feel that any incident of bullying which they report is dealt with thoroughly and effectively. In the first instance, pupils should inform their class teacher or any trusted member of staff. All staff share responsibility for ensuring that bullying is prevented and/or stopped.

The school procedures for dealing with incidents of bullying can be found in the Anti-Bullying Policy. This can be accessed by going to the school website:

<https://www.lightcliffeprimary.co.uk/about-us/policies-procedures>

Appendices

The following website links can be accessed in order to find further information about special and additional educational needs.

The Department for Education website has links to a large number of documents detailing legislation and guidance relating to special educational needs.

<https://www.gov.uk/search?q=special+educational+needs>

The full version of the new SEND Code of Practice can be accessed using the link below.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Calderdale Local Authority 'Local Offer' contains a wide range of information about the provision and services available to children and young people with SEND and their families. Use the link below to access the relevant pages of the Local Authority website.

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

The following website links can be accessed in order to find further information about private (parent funded) assessments:

Francine Garnier - Brighouse Dyslexia Centre www.brighousedyslexia.co.uk

Dyslexia Action Leeds Centre www.dyslexiaaction.org.uk

Yorkshire Dyslexia Assessment Centre www.yorkshiredyslexia.co.uk

Susan Tidswell Specialist Teaching Assessment

Helen Arkell Dyslexia Centre www.helenarkell.org.uk

Glossary

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children — in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order

Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Special Educational Needs (SEN) may also be referred as Special Educational Needs & Disabilities (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team

of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or pupils of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Young person: A person over compulsory school age (the end of the academic year in which they turn 16). From this point the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents.