

# Lark Hill Community Primary School – Special Educational Needs & Disability Policy (SEND)



<b>Date</b>	<b>September 2023</b>
<b>Review Date</b>	<b>September 2024</b>
<b>Signed by Designated Governor</b>	<b>Philip Royle</b>

Staff have high expectations of pupils, including pupils with special educational needs and/or disabilities (SEND). They expect every pupil to achieve well. Staff are successful at making this happen. Staff identify the additional needs of pupils with SEND in an accurate and timely way. Pupils with SEND are given the support they need to access the curriculum, and they experience success. Leaders ensure that these pupils have the same opportunities to access the school's ambitious curriculum as their classmates.

**Ofsted, Feb 2022**

## **What is SEND?**

"A child or young person has SEND 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

**Code of Practice, 2015**

## **Aims and Objectives**

At Lark Hill Community Primary School we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- All teachers are teachers of SEND;
- To be included is to feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child's education;
- All children should have equality of opportunity in all aspects of their education;
- All children should be given opportunities to meet their full potential;
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children should have access to a differentiated, first hand curriculum which meets individual needs;
- All children, staff, families and stakeholder should be part of the Lewis Street family and adapt our inclusive ethos.
- That children with SEND and/or a disability should not be treated less favourably.

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## Named Staff

The Executive Head Teacher  
Head of School  
SEND Coordinator (SENDCO)  
SEND Governor

Mrs Wendy McCormack  
Mrs Gemma Lavelle  
Mrs Rachel Berry  
Mr Philip Royle

## Initial Concerns

Class teacher has a concern about a child and record this on CPOMs under the category 'SEN concern', along with a description of the child's needs and adjustments/strategies the class teacher will implement for a minimum of 6 weeks. The impact of these adjustments and strategies are shared with the SENDCO after six weeks. If the concern still exists and evidence is thorough, the child may continue to be monitored or added to our special educational needs register.

## Band A

For children identified as having an additional need, the class teacher provides wave 2 interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering a differentiated curriculum.
- Teachers, the SENDCO, LT and SLT are responsible for deploying LSA support effectively to support the need.
- The SENDCO will oversee:
  - Any further assessment of the child;
  - Planning future interventions for the child in discussion with colleagues;
  - Monitoring and reviewing the action taken.

## Band B

- SENDCO and class teacher, in consultation with parents, ask for help from external agencies, for example speech and language or primary inclusion team (PIT).
- SENDCO and class teacher are provided with advice or support from outside specialists.
- The class teacher is responsible for implementing the recommendations consistently for a period of approximately 6 weeks.
- The SENDCO should take the lead in:
  - Ensuring advice given from external agencies is taken on and evidenced in provision;
  - Planning future interventions for the child in discussion with colleagues;
  - Any further assessment of the child where applicable;
  - Monitoring and reviewing the action taken.

## Band C (Band C – G + Special Band)

In a small number of cases it may be appropriate for the LA to provide additional support to meet the needs of SEND children through the statutory assessment process. This is called an Education, Health and Care Plan (EHCP). A child demonstrating special education needs that require this level of support will be moved on to Band C on the SEND register.

- The class teacher is responsible for continuing to implement the recommendations from outside specialists.

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- The class teacher will produce an individual pupil plan with SMART targets which will be worked towards each term.
- The SENDCO should take the lead in:
  - Ensuring advice given from external agencies continues to be evidenced in provision and the child's individual pupil plan;
  - Making a request to LA for a statutory assessment of the child's needs where applicable.

“The above bands will not relate to specific needs as defined by the SEN Code of practice but to severity, intensity and frequency of difficulty”, 2017, *Special Educational Needs funding banding document*, Available from <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/special-needs-explained/>.

## Quality First Teaching

At Lark Hill we have identified a number of vulnerable populations, of which SEND is one. We strive to ensure that all of these groups of children reach their full potential and employ specific strategies to help them achieve and to remove the barriers to their learning shown below. We also pay due regard to the recommendations made in the Salford LA **Guidance for Practitioners** Documents (*see Appendix 1 & 2*)

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## Dyslexia Awareness

- Dyslexia Friendly (DF) Walkthroughs as part of environment walks;
- All staff trained on DF approaches and practise;
- All Year 3 children and new arrivals screened;
- DF Resources available in Years 1-6
- Cream paper used for all purposes, including parental letters;
- School environment is DF;
- Parent meeting and assembly used to raise awareness.

## Cared for Children (CFC)

- Cared for Children (CFC) Policy;
- PEPS;
- Head Teacher Designated Person;
- Children and Families Officer in place;
- Cared for Child (CFC) Register;
- Welfare Forms completed by Class Teacher and Children and Families Officer for every review;
- SIMS & CPOMS Welfare Records;
- Families of concern on weekly staff meeting agenda.
- Place 2 Be Counselling Service

## SEND

- SENDCO in post and Lead Teacher in The Oak;
- SEND Register & Provision Map;
- SEMH Resource;
- LSAs assigned to need, not classes;
- Children with SEND, are identified on Achievement for All Progress Grids termly and the same expectation as non-SEND pupils.
- Educational Psychologist Samantha Baloro, SLA Gold (2 child per term)
- NHS Buy-In SALT therapist commissioned 1 day weekly;
- WELLCOMM screening and interventions in place.

## What is Quality First Teaching at Lark Hill?

## Vulnerable Children (VC)

- Executive Head Teacher is the DSL, Head of School, Children and Families and Social Worker are Deputy DSLs;
- Safeguarding Policy;
- Full-time Children and Families Officer;
- Attendance and Punctuality Policy;
- Attendance Panel Meeting with Children and Families Officer, Phase Leader and Education Welfare Officer;
- Place 2B Counselling Service on site 1 day weekly;
- SIMS & CPOMS Welfare Records
- TAC, CIN and CP meetings represented.

## Medical

- Register of children with medical conditions;
- Asthma Policy/Boxes;
- Medical Conditions Policy;
- Liaison with School Nursing Team & Health Visitor Team;
- First Aiders trained throughout school;
- Accident reporting system in place;
- Administering Medication reporting system in place;
- Intimate Care Policy in place.

## English as an Additional & Second Language (EAL/ESL)

- Race, Equality & Cultural Diversity Policy;
- EMTAS support with initial assessments and on-going weekly input.

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## Interventions and Resources to support children with SEND

### Communication & Interaction (C&I)

- NHS Speech & Language Therapist in 4 days termly;
- SLA with NHS Speech & Language Enhanced Buy-In for 1 day per week;
- Staff trained in ELKLAN approaches and access regular CPD delivered by NHS SALT;
- All Nursery and Reception children WELLCOMM assessed;
- Speech & Language referrals to NHS completed;
- Good relationship with Learning Support Service for ASC
- Language rich learning environments;
- Visual prompts and scaffolds used.

### Sensory/Physical Needs (S&P)

- SLA with 0-19 school nurse team;
- 2 sensory rooms used consistently for pupils with identified needs;
- All buildings accessible to all children;
- Disabled toilets available;
- First hand learning experiences offered to all children;
- Multi-Sensory resources;
- Health and safety signs are reflective;
- Fire alarm sounds and lights flash;
- Ramp access by Year 3 classroom and into Reception classrooms.

### Social, Emotional and Mental Health (SEMH)

- The Oak SEMH Resource – 10 place ERP;
- Our Partnership are the only schools in Salford who have achieved the Nurture UK Award;
- PIT Team Lead is employed by our partnership school and supports all Salford Primary schools with SEMH support for pupils, and staff via CPD;
- Relationship & Behaviour Policy that focuses on positive and learning;
- Positive Reinforcements and restorative practices are used to unpick presentation and difficulties;
- Pastoral Care is a whole school ethos; for example, Place 2Be;
- Silver Accredited Emotionally Friendly Schools Award in 2023
- CORDS being implemented in September 2023 which will be used to assess SEMH and track impact of interventions.

### Cognitive & Learning Needs (C&L)

- Interventions and quality first teaching strategies used;
- English, Maths and Vocabulary Pre and Post Teach groups;
- Read, Write, Inc Phonics. Catch Up Phonics. progress forensically;
- SEND adaptation in class, identified on planning;
- Multi-Sensory teaching strategies;
- Educational Psychologist Samantha Baloro;
- Referrals to external agencies and for statutory assessment
- Dyslexia Friendly practise used in classrooms.
- Working relationship with LSS who support via referral with children with moderate and severe learning needs.

## How is SEND supported at Lark Hill?

Commitment to effective staff deployment. LSA's deployed to support in class and interventions

Specific Resources currently available to

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- 23 LSA's, 8 of which support specific SEND or group SEND need;
- The Oak Resource Provision to support children with SEMH needs;
- Place 2B Counselling Service on site 1 day per week;
- Dyslexia Friendly Screener (GL) and resources available in Year 3 to 6;
- Access, assessments and reviews with EP, ACE, PIT, SALT (Buy in and NHS), LSS and VI & HI teams;
- Interventions used include Speech and Language TALC, RWI and WellComm. We also offer a number of therapeutic interventions including Managing Emotions and Raising Self Esteem and Self Confidence, taken from the Primary Inclusion Team (PIT) and delivered by one of the team's lead teachers Rachelle Broadist;
- Fishing for schools (The Oak)

## Transition

For pupils who have an EHCP preparation for transition and an annual transition review will be held every year and as children move from Phase to Phase.

Phases are organised as follows:

- EYFS – Nursery and Reception (Phase Leader – Ms Sam Moran)
- KS1 Years 1 and 2 (Phase Leader – Mrs Catherine Spoor)
- LKS2 – Years 3 -4 (Phase Leader – Mrs Louise Carroll)
- UKS2 – Year 5 – 6 (Phase Leader – Mrs Samantha Buckley)

## Role of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;  
Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Initiate and conduct annual statutory review meetings.

## Continued Professional Development (CPD)

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. This academic year we are focusing on Renewing Nurture Award and implementing CORDS (an intervention tracker using SDQs).

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## School's Complaints Procedure

Please refer to the school's Complaints Policy.

## Supplementary Information

This policy should be considered alongside the following school policies:

- Admissions & Exclusions Policy
- Relationship & Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy

## Acronyms

**SEND** – Special Educational Needs and Disabilities

**SENDCo** – Special Educational Needs and Disabilities Coordinator

**SLT** – Senior Leadership Team

**LSA** – Learning Support Assistant

**EP** – Educational Psychologist

**LSS** – Learning Support Service

**SALT** – Speech and Language Therapist

**PIT** – Primary Inclusion Team

**VI** – Visual Impairment

**HI** – Hearing Impairment

**ACE** – Autism Communication Education

**TALC** – Test of Abstract Language and Comprehension

**RWI** – Read, Write, Inc Phonics

**EMTAS** – Ethnic Minority Traveller and Achievement Service

**ERP** – Enhanced Resource Provision