

# SEN Policy & Information Report

## Leigh on Mendip School



**Approved by:** Leigh on Mendip LGB

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### **1. Aims**

Our SEN policy and information report aims to:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Our Vision and Goals**

The staff and governors at Leigh on Mendip School aspire that all pupils at our school should:

- achieve their best
- become confident individuals living fulfilling lives as successful adults.

**At Leigh on Mendip School we believe that:**

- \* The first purpose of the school is to promote learning
- \* The atmosphere which best supports children, and indeed adults, as learners is happy, secure and caring
- \* 'Childhood' is a stage of life in its own right and children are entitled to the support and encouragement which will enable them to develop as people
- \* Open and trusting relationships between children, teachers and parents provide a secure framework within which children feel happy and successful
- \* Teamwork and cooperation between governors, parents and staff is a necessary precondition of providing the curriculum and ethos to which we believe children are entitled
- \* Parents have a crucial role to play in the education of their children and can contribute in a number of ways to ensure that their child's time in school is a purposeful, happy and successful experience
- \* Praise and reward, not punishment and criticism, are most effective in ensuring good behaviour
- \* As a school we place a high value on the values of honesty, respect and consideration for others
- \* Children should learn to take responsibility for their actions
- \* All children, whatever their capabilities, are of equal worth.

To achieve this at Leigh on Mendip School we look at each child as an individual.

We work with the pupil, parents, school staff and wider professionals to explore pupil's strengths and needs identifying barriers to learning.

We personalise provision for each child to reduce or remove the barriers to learning and target support them with small focussed steps to ensure progress and to close the gap between themselves and their peers.

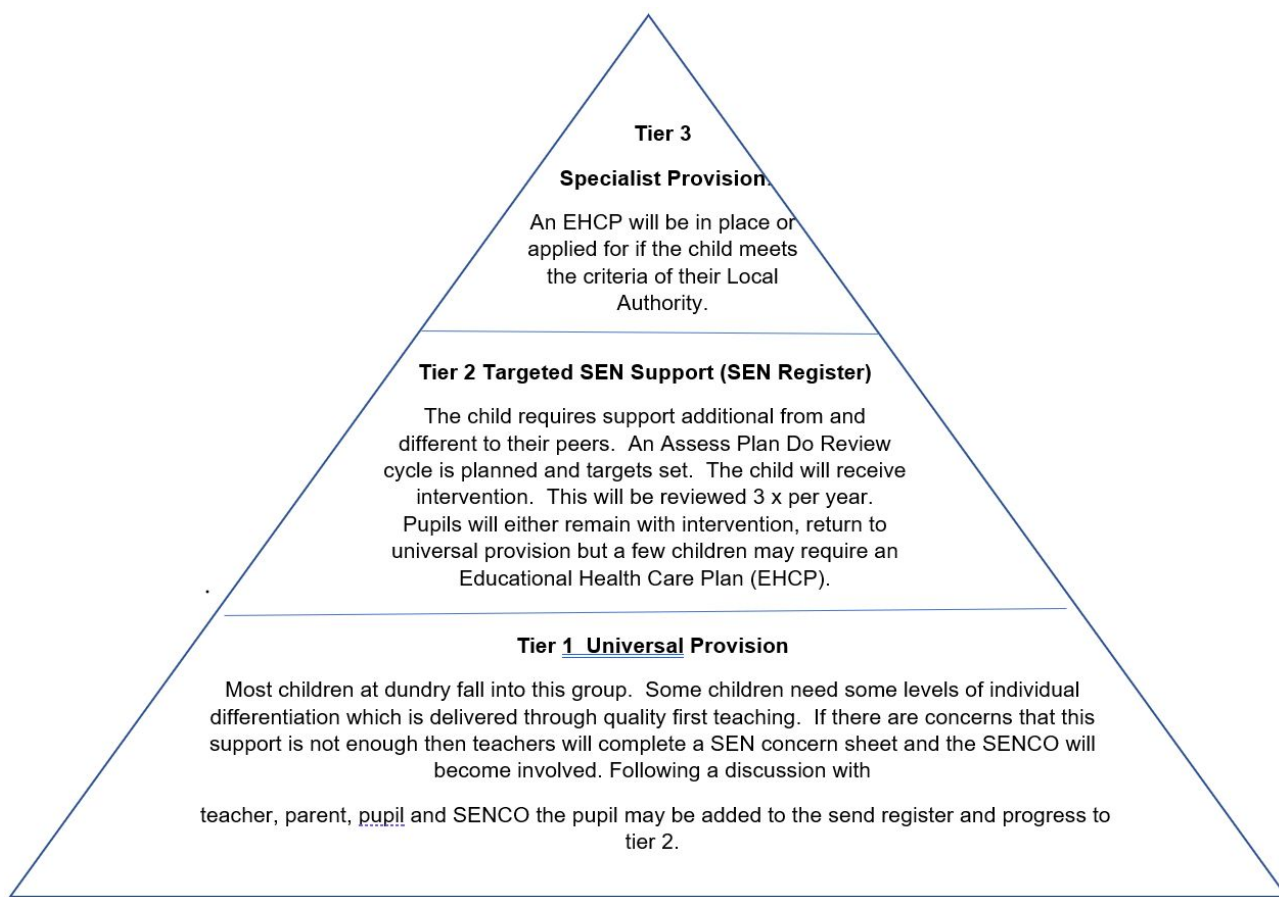
We aim for pupils to work alongside their peers regardless of ability and to build positive relationships with all members of their school community.

We aim for our SEND pupils to be aware of their strengths and to develop positive self-esteem.

We encourage our learners to be reflective of their strengths and difficulties and to consider strategies which support them.

At Leigh on Mendip School, we follow a graduated response to learning needs as outlined on the pyramid diagram below:

### Leigh on Mendip School's Graduated Response



It is expected that pupils will move between levels depending on how they respond to the additional support / intervention provided and these decisions will be made in partnership with the child, parent, teachers and wider professionals supporting as appropriate.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is **Clair Hurley**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor is **Esther Patton**

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The Executive Headteacher and Head of School

The Executive Headteacher is **Dan Turull**

The Head of School is **Louisa Phillips**

They will

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class teachers

**All teachers at Leigh on Mendip School are teachers of SEN.**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Cognition and Learning Needs Learning difficulties covering a wide range of needs including moderate (MLD), Specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health Needs - Children who may be withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Communication and Interaction - Children and young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time, these pupils may be included on our register until intervention is no longer required. Children with ASD, including Asperger's Syndrome and Autism who are likely to have particular difficulties with social interaction; they may also have difficulties with language, communication and imagination, which can impact on how they relate to others are also provided for.
- Sensory and/or physical needs – children with visual impairments, hearing impairments, sensory processing difficulties, epilepsy

### 5.2 Identifying pupils with SEN and assessing their needs

#### Identification

If a child has an **identified** special educational need when they start at Leigh on Mendip School the first response will be high quality teaching targeted at the child's area of weakness.

Where progress continues to be less than expected, the Executive Headteacher, Head of School, SENCo and class teacher will:

- Use information arising from the child's previous setting to provide a starting point for the curricular development of the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within class
- Assess the child to allow him/her to show what they know, understand what they can do, as well as identifying any learning difficulties
- Ensure that assessments and observations provide regular feedback to teachers and parents about the child's achievements and experiences and that these outcomes form the basis for planning the next steps in the child's learning

### **Early Identification is key**

At Leigh on Mendip School we believe in the importance of early identification.

To identify children who may have a special educational need, we measure the child's progress by referring to:

- Their performance monitored by the class teacher through assessments and observations
- Their progress against objectives
- Their performance against age related expectations
- Standardised screening or assessment tools

We then consider the following, is the progress made by the child:

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, an assessment or wider professional advice will be sought to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Alternative support may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.
- Slow progress and low attainment do not necessarily mean that a child has SEN.
- Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Difficulties related solely to limitations in English as an additional language are not SEN.

There are four areas of need as set out in the SEN Code of Practice:

- Cognition and Learning – for example dyslexia, dyscalculia,
- Communication and Interaction
- Social, Emotional, Mental Health
- Sensory and Physical

### **Medical Conditions**

The Children and Families Act 2014 puts a duty on all schools to make suitable arrangements for children with medical conditions. Individual healthcare plans are drawn in partnership with health

professionals and are clear about the provision needed for each individual and provides guidance on what should be done in event of an emergency. In instances where additional educational needs are also a factor SEN provision will be made and pupils will be included on the SEND register and supported accordingly.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We will record the summary of pupil's strengths and difficulties on a Pupil Passport for the pupil and these will be updated annually.

Class Teachers will then complete 3 Assess, Plan, Do, Review cycles per year to plan the small steps agreed for the child. Targets will be written in child friendly language (layered targets) so that the child is able to understand and able to review their own progress.

Written plans will be shared and reviewed with parents. There will be extended appointments during parents evenings and an end of year review with the class teacher for pupils on the SEND register to review progress and plan next steps.

We aim to provide all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**



- We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education by sharing information and gathering information from the new / previous setting. We endeavour to plan ahead to ensure staff have a good knowledge of the child and are equipped and ready to receive them.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of Additional SEN support and all those with Education Health and Care Plans. We organise next phase destinations and transition arrangements discussed at Annual Review meetings – planning begins early in Year 5 and an Annual Review will be organised for early in Term 6.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We try to personalise support to fit each individual need. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits, we also provide visual prompts, offer questions and answers and opportunities to discuss the emotions involved in moving on.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise
- All of these will be considered for transitions whether these be Pre-school to school, within school transitions or Primary to Secondary.
- We acknowledge that transitions in a smaller school of mixed age classes can cause anxiety for some of our SEND pupils. We provide social stories and school class guides to reduce this when pupils transition class within the school and ensure there is an opportunity to meet and begin to build a relationship with their new teachers.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

For children requiring further support targets will be set and the pupil will receive additional support either through provision of supportive resources, a group intervention or more specific 1:1 intervention sessions.

When a child has an EHCP a personalised support plan will be put in place based on the provision outlined in the plan and to address the targets identified for the year. These will be discussed with the pupil and parents and reviewed at an Annual Review following the Local Authority procedures.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lessons.
- Adapting our resources and staffing
- Using recommended aids, such as Chromebooks and iPads, coloured overlays, visual timetables, larger font, visual supports, desk slopes etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have a contracted speech and language therapist who is in school 3 x per year who supports in the identification, assessment and guidance and review of provision for pupils with speech and language needs. She supports our team of Teaching Assistants and Teachers to deliver personalised speech and language provision for children with this identified need.

We have a number of teaching assistants who support pupils interventions and access to the curriculum.

Teaching assistants will support pupils on a 1:1 basis for specific interventions or when this is identified and recommended by wider professionals although we encourage pupils to be as independent as possible.

Teaching assistants will generally support pupils in small groups within the classroom as directed by the class teachers to ensure progress for all pupils.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- Speech and Language Therapy Services (Somerset Integrated Therapy Service)
- CAMHS
- Paediatrician
- Somerset PIMS (Physical Impairment & Medical Support Team)
- Somerset Learning Support Service
- School Nurse Team
- GP's and NHS practitioners
- Frome Learning Partnership

## **5.9 Expertise and training of staff**

Our SENCO has 5 years experience in this role and has worked as a SENCO across 4 authorities. She has 20 years teaching experience and has taught across the whole of the primary in both single and mixed age classes. Our SENCO holds the NASENCO award.

The SENCO is allocated half a day a week to manage SEN provision.

We have a team of experienced teachers who have experience teaching a range of SEN needs.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs).

- Our Teachers & TA's are all Team Teach trained in de-escalation behaviour management
- All staff have received training in supporting dyslexic pupils and pupils with poor working memory
- 1 member of staff is trained to deliver the Somerset Individualised Literacy Intervention

When specific training is required to support a pupil this is organised by the SENCO.

Staff also receive regular support and advice from external professionals including our Speech and Language therapist, Educational Psychologist and Occupational Therapist on how to deliver SEN provision.

Critchill Special School near Frome in Somerset, also part of the Midsomer Norton School's Partnership, is also able to support all staff members with guidance and advice for staff supporting SEND pupils at Leigh on Mendip School.

## **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN in a variety of ways such as:

- Reviewing overall pupil progress through termly Pupil Progress Meetings
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term.
- Classroom observations
- Scrutiny of planning
- Using pupil questionnaires
- Reviewing Teaching Assistant feedback and intervention notes and records.
- Individual pupil observations
- Informal feedback from all staff
- Reviewing of SEN pupil books via work scrutiny / work sampling against their peers
- Monitoring Attendance records and liaison with School Attendance Officer
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- SENCO's Termly report to governors

## **5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil will be excluded from taking part in these activities because of their SEN or disability: .

- For pupils who are anxious about wider activities we provide social stories and prompts in advance of the activity with as much pre-information as is possible.
- In some case additional adult support is allocated to ensure the pupil can engage fully in an activity and is able to take part alongside peers. This adult may support in understanding instructions, facilitating communication, reducing anxiety or ensuring physical access.
- We may carry out an individual risk assessment for a pupil prior to a visit
- We carry out risk assessments and check accessibility before visiting any off-site provision.
- Our MAT accessibility Policy can be found <https://drive.google.com/drive/folders/0B5Z73cTOEMQdTVJCVU0weFZQb2s>

## **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN have an identified trusted adult (agreed with child).
- Pupils with SEN can have access to a quiet space if needed and rest breaks planned into their day.
- Pupils with SEN are supported to name, understand and recognise how they are feeling.

- Pupils with SEN are taught strategies to support them when experiencing different emotions.
- Teaching Assistants Support pupils with interventions to increase self-esteem, social skills and teamwork.
- We follow external advice from Educational Psychologists, Health Professionals, the virtual school and CAMHS etc.
- We aim to work supportively with families to address SEMH needs.

We have a zero-tolerance approach to bullying.

### **5.13 Working with other agencies**

For Pupils with EHC plans we work in partnership with the Local Authority in which the child resides. We follow the procedures as set out by each authority.

We access support from:

Educational Psychologist (ITS)  
 Occupational Therapist (ITS)  
 Physiotherapist (ITS)  
 Speech and Language Therapy Team (ITS)  
 Autism & Communication Support Team (Somerset)  
 Somerset PIMS Team - (Physical Impairment & Medical Support Team)  
 Speech and Language Therapist (Virgin Care)  
 Paediatrician  
 School Nurse Team (Somerset)  
 Learning Support Advisory Teacher (Somerset)  
 CAMHS  
 Frome Learning Partnership  
 Attendance Officer  
 Critchill School

### **5.14 Complaints about SEN provision**

Any complaints regarding the Special Educational Needs Policy or Provision made for children with Special educational needs should be addressed in the first instance to the class teacher.

If parents need further advice, they are welcome to arrange a meeting with the SENCO.

If they feel their child's needs are still not being met they should make an appointment to see the Headteacher.

If, however, parents are still concerned they may contact the Special Educational Needs Governor. The school complaints policy will then be followed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.15 Contact details of support services for parents of pupils with SEN

Somerset Sendias Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parents/carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans.

The service is free, confidential and impartial.

Somerset SENDIAS offers:

- a phone helpline and email support
- individual support to help with issues on SEND
- information, advice and support on SEND law through the Somerset SENDIAS website and leaflets
- Information, advice and support for mediation and SEND tribunals
- information on SEND groups available in Somerset
- information on Somerset’s Local Offer
- signposting to other services

SENDIAS aims to encourage children, young people and their parent carers to be part of decision making to improve education, health and care outcomes.

<https://choices.somerset.gov.uk/025/send/somerset-sendias/>

<p>Contact Address:</p> <p>Somerset Sendias The Hollies Children’s Centre South Road Taunton TA1 3AG</p>	<p>Email: <a href="mailto:Somersetsendias@somerset.gov.uk">Somersetsendias@somerset.gov.uk</a></p> <p>Telephone: <b>01823 355578</b> (9am – 5pm Monday – Friday)</p> <p>Website: <a href="https://somersetsend.org.uk/">https://somersetsend.org.uk/</a></p>
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### 5.16 The local authority local offer

Our contribution to the local offer is:

<https://nsod.https://choices.somerset.gov.uk/025/schools/leigh-upon-mendip-primary-school/>

Our local authority's local offer is published here:

**Somerset**

<https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by **Clair Hurley (SENDCO) every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions