



Longvernal Primary School - SEND Procedure Policy

SENDco – Ruth Chilcott-Dean

Our aim is to raise the aspiration of, and expectations for all pupils with SEND, with a specific focus on positive outcomes, both in terms of pupils' academic progress and their emotional wellbeing. We seek to provide an effective in-school support framework by:

- identifying individual children with particular needs
- supporting these as and when possible
- including pupils and their parents in planning and implementing their support

We aim to offer a range of support appropriate to helping low achievers and less able children, extending very able children, building confidence in all pupils, including addressing specific weaknesses and behavioural issues.

HOW DO WE DO THIS?

We include every child into a mainstream class regardless of nature or degree of special need, so that s/he has the opportunity to participate, wherever possible, in all school activities.

We offer targeted support to identified pupils from a diverse range of experienced adults including class teachers, Learning Support Assistants (LSAs), and specialist teachers, through:

- differentiation in class work
- short term withdrawal of individuals for interventions
- short term withdrawal of small groups for interventions
- in class support

We use external advice and help when appropriate sourced through Critchill School Midsomer Norton SEND Network, alongside other working professionals (BANES Educational Psychology; Community Paediatrician; Occupational Therapy; HCRG Speech and Language Services etc) and under guidance from the Local Authority.

WHO DOES WHAT?

As of September 2014 and the implementation of the New SEND Code of Practice, class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. At Longvernal, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

At Longvernal the Headteacher Karen Courtier-Hird and Ruth Chilcott-Dean, SENDCO are responsible for the provision for SEND across the school. Individual teachers map out interventions and use LSAs/TAs and specialist teachers to deliver interventions.

The Headteacher and SENDCO:

- supports pupils;
- liaises with teachers;
- maintains the school's SEND register and oversees the records on all pupils with SEND;
- liaises with parents of children with SEND;
- liaises with external agencies e.g. Educational Psychologist;
- liaises with the Local Authority
- Administers correspondence and paperwork relating to SEND.

Class teachers:

- keep up to date with procedures and policies;
- receive formal and informal in-service training;

- write and review provision maps and support plans (My Plans) for pupils;
- support and work together with LSAs in their classes;
- endeavour to ensure parents are aware of, and involved in, their child's My Plan.

Governors:

Monitor and review SEND provision across the school. As of September 2014, the Governors will be kept up to date on SEND through Headteacher Reports. Our 'SEND offer' for Longvernal is published on our website.

RESOURCES

Management of funds in relation to Special Education Needs is the responsibility of the Headteacher and Finance Manager.

Funding for pupils with Education, Health and Care Plans (EHCP) are used to provide specified support to those pupils and is monitored by the SENDCO. Reviews are held annually to ensure these plans are up to date and tailored specifically to the child. Human resources are allocated according to individual need by the Headteacher and SLT, in relation to whole school needs. SEND records are kept in a confidential central place which is accessible to all relevant staff members, as requested.

PARTNERSHIP BEYOND SCHOOL

Parents are invited and encouraged to contribute to their child's SEND support plan and subsequent reviews. All parents are asked to agree and sign SEND support plans (My Plans). In addition to normal access to their child's teacher, parents can also discuss issues relating to SEND with the Headteacher, SLT and the SENDCO.

External support is provided by a range of professional services including: Educational Psychologists, Education Welfare Officers, Emotional and Behavioural Difficulties Support, Speech and Language Therapists, School Medical Officer and Occupational Therapists.

Longvernal Primary School participates in the local SENDCO Cluster Group for in-service training if appropriate, and liaises with other schools when necessary, e.g. when children transfer. The SENDCO liaises regularly with the Primary SEND Lead Practitioner at the Local Authority, BANES and Somerset.

Co-Production

The SEND policy is always revised in consultation with all staff and governors. When possible, Longvernal Primary School also consults with the following groups of people when changing the SEND policy and discussing SEND issues:

- parents of children with SEND;
- parent Governors;
- pupil year group school council representatives.

IDENTIFYING NEEDS AND PROVIDING SUPPORT

At Longvernal Primary School, we will know when children need extra help if:

- concerns are raised by teachers, parents/carers, or the child's previous school or preschool;
- there is a concern about the rate of progress a child is making;
- there is a change in a child's behaviour;
- a child asks for help, beyond usual needs.

Longvernal's staged approach reflects a continuum of needs and provision. If a need has been identified for a child, then the school will consider setting in motion a SEND Learning Support Plan of graduated steps, leading to a My Plan. The time spent at each stage will reflect an individual child's needs. There are four broad areas of need as set out in the 2014 SEND Code of Practice:

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

SEND Provision

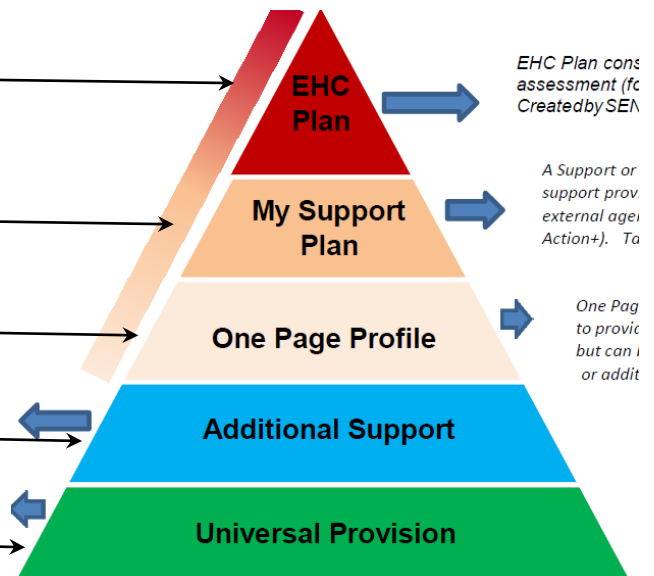
Education, Health and Care Plan (EHCP). This is the highest level of support. This requires a statutory needs assessment.

SEND Support plans include targets and Support from external agencies. Targets and provision are regularly reviewed

One Page Profiles provide key information about children with inclusion needs and link to specific strategies and targets.

Additional support includes targeted short term interventions planned by teachers.

This includes typical differentiation and Support provided to all pupils in class.



Additional Provision/ Support

Measurable and achievable targets will be set, specifically for each child and is monitored by the class teacher. Interventions may be carried out by a Learning Support Assistant (LSA), by specialist teachers or other outside agencies (e.g. speech and language therapy) or in class by the class teacher. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

If these targets are achieved, then either:

- Subsequent learning targets are identified;
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.

If targets are not achieved, the child may be moved to the next step, following discussion with the SENDCO, class teacher, parents/carers.

One Page Profiles or SEND My Plans

The next step of our school support plan is often characterised by a referral to an outside agency.

Teacher consults the Headteacher and SENDCO;

- individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established;
- Educational Psychologist, and/or other external specialist services, become involved;
- teacher and SENDCO draw up a My Plan or a One Page Profile which reflects additional support/intervention;
- teachers discuss the My Plan or One Page Profile with parents, who are asked to agree it;
- records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning;
- teacher/SENDCO keeps tracking up to date.

Education, Health and Care (EHC) Plan

If little or no progress is being made over time through a SEND Support Plan, an EHCP needs assessment will be requested. The local authority will decide if it will conduct a needs assessment (or not) depending on the severity of the special educational need(s). If the needs assessment considers an EHC plan is necessary, the local authority will award one for the child. If the assessment does not result in an EHC plan, parents have the right to appeal to the Local Authority.

MAINTAINING THE SYSTEM Headteacher/SLT/SENDCO:

- provide a forum for discussion of both progress and problems;

- help to maintain consistency throughout the school;
- provide in-house training/CPD.

Three times a year, at a given date, staff review provision maps and SEND My Plans and write new targets/outcomes. This is done in collaboration with parents. Other SEND matters are brought to staff meetings regularly, or as necessary.

MONITORING

Monitoring is carried out:

- by Headteacher, Deputy Headteacher and SENDCO;
- through opportunities at staff meetings for teachers to discuss, update and share support relating to pupils with needs;
- through pupil progress meetings, with class teacher and appropriate member of SLT and parents;
- through half-termly class teacher evaluations of their class plans and curriculum which are given to Headteacher;
- through reviews of pupils receiving additional funding and with appropriate members of outside agencies;
- by a named Governor with responsibility for special needs provision.

The whole school SEND provision is mapped by class and adult support. Interventions ensure that all needs are met fairly and accounted for.

Complaints about special educational provision can be made informally and formally to the appropriate person. All serious complaints are referred to the Headteacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body. See Complaints Procedure for LONGVERNAL PRIMARY SCHOOL for further details.

Parents and Guardians please note:

- Our SEND Local Offer (Graduated Approach) is published on our website.
- We would like you to understand that because a child receives some SEND support at some point, this does not turn him or her into a "SEND pupil" for ever more. Nationally, about 20% (i.e. 1 in 5) pupils will need some extra support at some time, but this need may be for a short or medium period of time only.

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