

Lingfield Primary School

A Personal Best School



Special Educational Needs and Disabilities (SEND) Policy

Date Agreed by Governors	Summer 2024
Review Date	Summer 2025

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To ensure:
 - that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
 - we use our “best endeavors” to give pupils with SEND the support they need
 - ambitious educational and wider outcomes are set for pupils with SEND together with parents and with the child
 - all pupils become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

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 coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND 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 the 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

Natalie Hadleigh fulfills the role of SENCO at Lingfield Primary School. Additional responsibilities include managing the school's responsibility for meeting the medical needs of pupils and line managing staff working as part of the SEND team.

Mrs Natalie Hadleigh, SENCO

Contact Details: Telephone via school office – 01342 832626

Email – nhadleigh@lingfield.surrey.sch.uk

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

4.2 The SEND governor

Mr James Kearns, SEND Governor

Contact Details: Telephone via school office – 01342 832626

Email – jkearnsgov@lingfield.surrey.sch.uk

The SEND governor will:

- Help to raise awareness of SEND 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 SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- 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. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia; including moderate and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

- Class teachers, phase group leaders, subject leaders and senior leaders constantly monitor all pupil's progress and attainment. During this process any pupil making less than expected progress given their age and individual circumstances will be identified as needing special educational provision. Those identified may make progress that:
 - 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
- This may include progress in four broad areas: communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- 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/carers. 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.
- Parents/carers who have concerns about the progress or attainment of their child should initially contact the class teacher. They may also speak to the phase group leader, Assistant Head for Inclusion, Deputy SENCO or specialist staff in the school.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers 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/carers' concerns as well as the pupils
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- They will be involved in outside agency consultations and reviews and be able to share their knowledge of their child's needs at every stage
- Notes of these early discussions will be added to the pupil's record and given to their parents/carers
- We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

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**.



Assess:

- The teacher's regular assessment and experience of the pupil. This will be compared to peers and national expectations
- Their previous progress and attainment
- Any changes in behaviour against expected age appropriate benchmarks and in discussion with families and carers
- Other teachers' assessments, including Standardised Assessments where appropriate
- 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, such as the Surrey Specialist Teachers for Inclusive Practice (STIP) Team or Educational Psychologists, if relevant

Plan:

- When identified as requiring additional support the child's class teacher, phase group leader/SENCO/parent/carer produce a plan with strategies to meet that child's needs and remove barriers to learning
- Children will be made aware of the targets they are working towards
- All staff who work with the pupil will be made aware of the plan

Do:

- Teachers are responsible for implementing plans developed

- Staff will liaise closely to monitor the plan and progress being made
- The phase group leader and SENCO will provide support, guidance and advice for the teacher

Review:

- The plan, including the impact of support and interventions, will be reviewed termly by the teacher, phase group leader/SENCO, parent/carer and the pupil at a given date
- Review will be used for planning further steps or, where successful, removal of the pupil from SEND support.
- SENDCO will plan and assess students with EHCPs using bespoke provision maps which are shared with families and the local authority during review meetings
- Pupils with an EHCP (Education, Health and Care Plan) will be reviewed with the Local Authority at least annually

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to in some of the following ways:

- Home visits, parent/carer meetings, taster sessions for children joining Reception and Nursery
- School tours, sharing of relevant information and school records, contact with other schools through Assistant Head for Inclusion if necessary for in year transition
- Meetings with staff to share learning and additional needs, assisted tours where necessary, induction days, extended transition support where necessary for Secondary Transition

5.6 Our approach to teaching pupils with SEND

All Teachers are teachers of SEND. High-quality teaching is our first step in responding to pupils who have SEND.

We will also provide a number of interventions, an example of these follows. For a full list of support available please visit our website <https://www.lingfieldprimaryschool.com/key-information/new-file-page/>: Also see Appendix 1.

5.7 Adaptations to the curriculum and learning environment

All teachers have information on the needs of individual pupils so they can plan learning within our curriculum to ensure that everyone is able to make progress.

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

- Adapting our curriculum and learning to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger or different fonts etc.
- Adaptation of teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Reasonable adaptations of the physical environment, e.g. sound field systems in the hall and gym, stair lift to the first floor, wheelchair access to all areas of the ground floor, disabled parking bays (See Disability and Accessibility Action Plan) to ensure access for adults and children

5.8 Additional support for learning

We have a large team of teaching assistants who are trained to deliver a range of interventions including those listed above.

Teaching assistants will support pupils as part of a specialist provision team to meet children's needs as specified on an EHCP Section F or as identified by the class teacher. Some Teaching Assistants will be trained in bespoke interventions offered or will be experts within a certain area such as SaLT or OT.

In some cases, where children may have specific needs (often medical) or a particular high level or complex range of needs, support may be provided on a 1:1 basis

Teaching assistants will support pupils in small groups when they require time-bonded intervention programmes that will accelerate children's progress and help them achieve in line with their peers.

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

- Educational Psychology
- Behaviour Support
- Learning and Language support
- Speech and Language therapists
- Health Visitors
- Community Paediatricians
- Child and Mental Health Service (CAMHS)
- Children's Services.
- Specialist Teachers for Inclusive Practice (STIP) <https://surreyeducationsservices.surreycc.gov.uk/Services/3656>
- Linden Bridge Outreach Team
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/service.page?id=PoXHqFPc1-Y>

5.9 Expertise and training of staff

- SENCO attends regular training sessions to keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.
- SENCO delivers in house INSET for staff in relation to the Code of Practice and completion of SEND Support Arrangements.
- TAs in the SEND team have received specialist training to enable them to support specific needs within the school. This has included training of Thrive practitioners, training related to speech, language and communication needs and training to support children with a hearing or visual impairment.
- TAs also receive ongoing in house training in the teaching of reading and maths.
- SENCO provides induction training for new staff.

5.10 Securing equipment and facilities

As an inclusive primary school, we seek to ensure that all learning areas and resources of the school are accessible to children and adults (See Disability and Accessibility Action Plan)

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after a set number weeks according to the intervention
- Using pupil questionnaires
- Monitoring and observations by the SENCO
- Holding annual reviews for pupils with EHC Plans
- Regular meetings between SENCO and SEND Governor and reports fed back to inform the Governing Body
- Attendance of regular network meetings and liaison with colleagues through local partnerships

In line with all school policies, the SEND policy will be kept under regular review by the SENCO and the SEND Governor.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We have a whole school approach to inclusion which supports all children engaging in activities together.

- We will use our “best endeavours” to make sure that all clubs, trips and visits are inclusive to all pupils and, where necessary, make reasonable adjustments to support the inclusion of individuals.
- We discuss concerns and difficulties around clubs, activities and trips with parents/carers and provide support where necessary, including financial assistance.
- Registers are taken for all school activities and we actively monitor the engagement of children across the school.
- All relevant policies can be found on our School Website <https://www.lingfieldprimaryschool.com/key-information/policies/>

This is ensured through:

- Ongoing monitoring re. accessibility of the buildings and adaptations as appropriate in line with rolling improvement programme, the needs of existing pupils, parents, governors and community members and the school’s anticipatory duty
- Ongoing monitoring of extra-curricular activities available.
- Monitoring of adaptations necessary to ensure extracurricular activities are accessible.
- Following guidance in SCC document ‘Guidelines for Educational Visits and Outdoor Activities’, with particular reference to sections 4.13 and 4.14

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 go on our residential trip(s)

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

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

- THRIVE emotional and behavioural support intervention run by our accredited THRIVE practitioners.
- Mind Up program promoting tools to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion. <https://mindup.org/>
- Pupils with SEN are encouraged to be part of the school council
- Advice and support from advisory teachers and specialist services
- Playground support
- Social skills training
- Individual in class support from staff
- Individual behaviour and pastoral support plans
- Mentoring

We have a robust approach to managing bullying, racial and sexual harassment and any prejudice related behaviour. Our policies and procedures clearly set out how we deal with any incidents of this nature.

5.14 Working with other agencies

Where it is felt support above and beyond what the school is able to offer is necessary, we hold meetings where professionals from outside the school are invited to attend to discuss individual cases

- Parent/carer and pupil consent and consultation will be sought
- Agencies include: Educational Psychology, Behaviour Support, Learning and Language Support, Speech and Language therapists. We also access support from health teams such as Health Visitors, Community Paediatricians and the Child and Mental Health Service (CAMHS) and have worked with Children’s Services

- For Looked After Children, our Designated Teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced every term to help support the holistic development of the child.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school can be made via the Headteacher or Chair of Governors.

Mrs Cassie Puplett, Headteacher

Contact Details: Telephone: via school office - 01342 832626
Email - cpupletthead@lingfield.surrey.sch.uk

Mrs Caroline Henry, Co- Chair of Governors

Contact Details: Telephone via school office – 01342 832626
Email – chenrygov@lingfield.surrey.sch.uk

Mr Cameron Turner, Co- Chair of Governors

Contact Details: Telephone via school office – 01342 832626
Email – cturnergov@lingfield.surrey.sch.uk

There is also a governor's post box in the main reception area.

Further information on our complaints procedure can be found on the school website.

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

Where a resolution between the parent and school cannot be reached, parents will be advised to seek external support through the Surrey County Council Area Schools Officer or the Department for Education.

5.16 Contact details of support services for parents of pupils with SEND

Support information and services for parents, young people and their siblings can be found on the Surrey Local Offer website: <https://www.surreylocaloffer.org.uk/>

5.17 Contact details for raising concerns

For parents/carers who have concerns about their child the first point of contact is the class teacher, either directly or via the school office. If parents/carers continue to have concerns, phase group leaders are available to discuss worries about children's progress and special educational needs or disability. Following this, the SENCo can be contacted to discuss things further. Outside agencies involved with individual children can also be contacted through the school.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.surreylocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Natalie Hadleigh (SENCO) and James Kearns (SEND Governor) **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

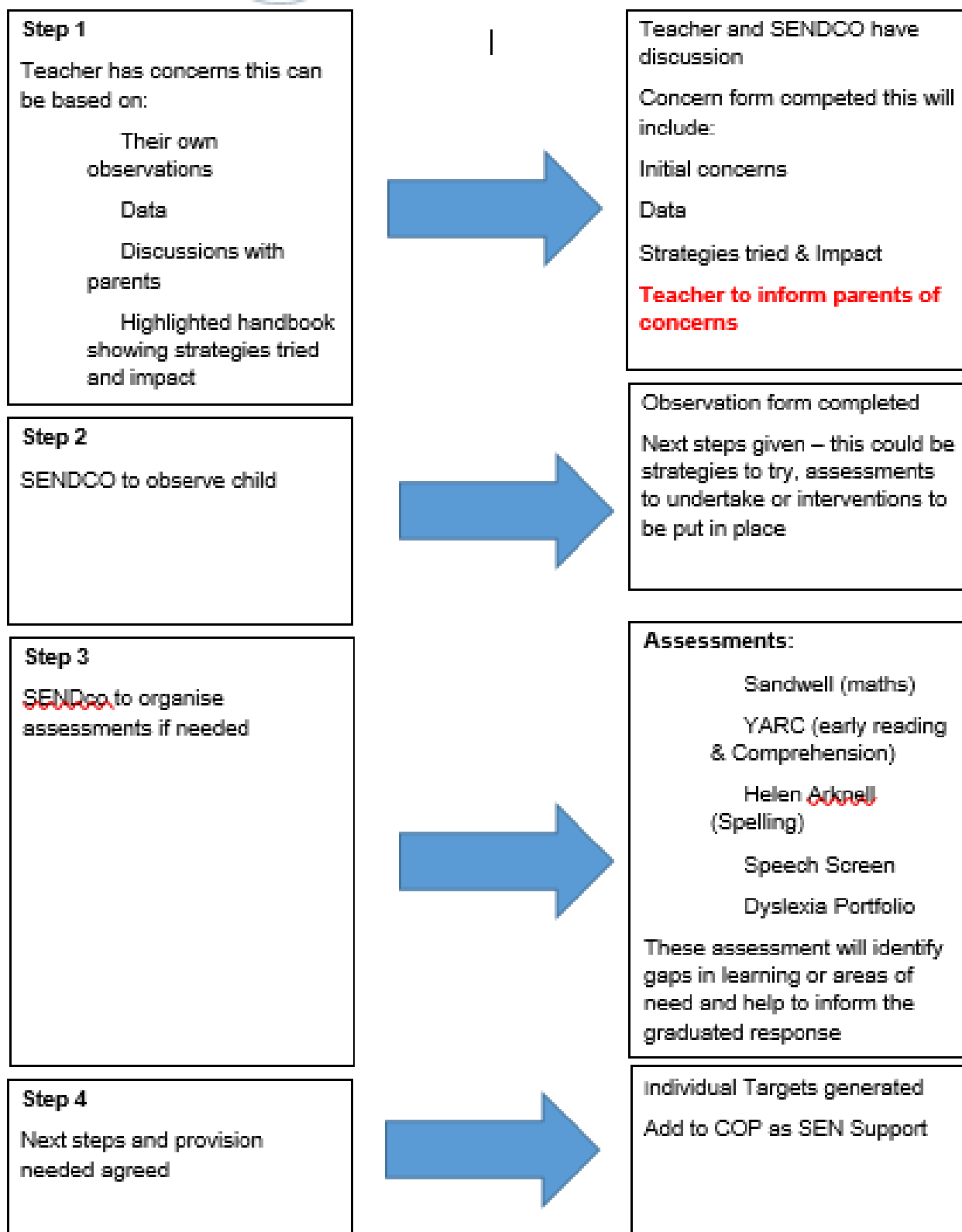
This policy links to our policies on:

- Child Protection And Safeguarding Policy
- Disability Equality And Accessibility Action Plan
- Equality Policy
- SEND Information Report
- Supporting Children With Medical Conditions
- Touch And The Use of Restrictive Physical Intervention

Key Documentation

- Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Surrey Local Offer Website <https://www.surreylocaloffer.org.uk/>

Appendix 1: Lingfield Primary School Graduated Response



Step 5 – plan, do, review

Actions put into place

These changes need to run for about 3 - 6 weeks to see impact

SENDCO & CT to meet and discuss impact (noted on original observation form)

Adapt/change intervention/QFT and run plan, do review cycle again

Consider SEND register using graduated response

Step 6 – Refer to outside agencies

After the cycle there is little improvement seen

Data is demonstrating a gap

Talk to parents about concerns before referring to SENDCO, so the referrals do not come as a surprise



SENDCO will:

Speak to parents

In discussion with teacher decide on right agencies

SALT
STIP
ND Spoke
CAMHS
OT
Paediatrician

Referrals made and advice give and followed

At this point the child will have:

Individual targets in place
Profile of Need Updated
Stepped up on SEND register

Step 7 – Consider EHCP

Is progress being made?

What is the gap

Where do they sit on the graduated response

What is the provision like, is it 'over and above' (at least £10,000)

Inform Parents

Section 4

Appendix 2: Examples of intervention strategies available

Cognition and Learning

- Additional, supported guided reading sessions
- Additional, supported guided writing sessions
- Additional, supported guided maths sessions
- Additional small group and individual reading sessions
- Additional small group phonics sessions (Read, Write Inc)
- Fresh Start reading intervention, run by specialist TA
- Focus maths groups
- Scaffolded learning including breaking tasks into smaller chunks, brain breaks, differentiated recording, visual prompts
- Pre and post teaching to introduce new vocabulary, concepts or contexts
- Before and after school tuition groups
- After school reading support
- Targeted revision sessions for year 6 children
- Specialist resources such as coloured overlays and coloured paper
- Advice and support from advisory teachers and specialist services
- Individual and small group teaching sessions
- ICT resources
- Regular pre and post teaching.
- Additional, individual or small group TA support for specific areas of learning and/or access to learning

Communication and Interaction

- Speech and language sessions with our specialist TAs
- Speech and language therapy service resource pack
- Targeted use of ICT resources
- Pre and post-teaching
- Early Talk Boost Programme in Early Years
- Word webs and other visual support strategies
- Visual supports for writing
- Advice and support from Speech and Language Therapy team
- Speech and Language programmes delivered by our specialist TAs
- Individual speech therapy sessions delivered by visiting speech therapist
- Advice and support from Outreach services for ASD
- Referrals to Specialist Teaching Team; advice and support and parent meetings
- Individual ICT resources
- Individual specialist equipment.

Social, Emotional and Mental Health

- THRIVE emotional and behavioural support programmes run by our accredited THRIVE practitioners
- Individual and small group in class support from members of the SEND team
- Whole school positive behaviour system adapted where necessary
- PSHE intervention groups
- Peer mentoring
- Personalised learning ladders
- Advice and support from advisory teachers and specialist services
- Playground support
- Social skills training, e.g. Circle of Friends
- Individual in class support from members of the SEND team
- Individual behaviour and pastoral support plans
- Mentoring.

Sensory and/or Physical Needs

- Differentiated teaching arrangements
- Additional handwriting activities
- Stair lift to first floor classrooms
- Medical support including medication and individual treatment plans

- Occupational Therapy resource pack activities
- Portable and fixed sound field systems available for use in classrooms
- Fine motor skills groups in Early Years
- Targeted use of ICT resources
- Use of adapted equipment such as pencil grips, writing slopes etc.
- Targeted adult support at identified times of the school day
- Physiotherapy and Occupational therapy programmes
- Fine motor skills programme
- Access to ICT, keyboard skills and training
- Enlarged print and individual copies of texts
- Individual ICT resources
- Adapted or specialist resources, e.g. individual magnifiers, classroom sound field systems, radio aids, seating
- Treatment plans and specialist medical training
- Individual adult support within the classroom and at other identified times of the school day, e.g. on the playground; in PE.