

Sibsey Free Primary School

Special Educational Needs and Disabilities Policy



Approved by: Governing Body

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Sibsey Primary School

Special Educational Needs and Disabilities/Inclusion Policy

The Designated SENCO of the school is Mr. G. Wright

The Designated Governor with responsibility for SEND is Mrs Beverley Smith.

Introduction

This Special Educational Needs and Disabilities/Inclusion Policy has the agreement and support of the Governing Body and the Staff of Sibsey Primary School. The implementation of this Policy is the responsibility of the Governing Body. The Governing Body will also make available to the Local Authority (when requested) details of the arrangements made for pupils with SEND. The school will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND.

The Headteacher, as the ‘responsible person’ and the school’s SEND Co-ordinator (SENCO), will ensure that management systems are in place to ensure the effective operation of this Policy and will be responsible for the coordination of provision for pupils with SEND. The SENCO will also provide support for Staff, and arrange in-service training when appropriate, and will liaise with all outside agencies to support both pupils and Staff.

The teaching of pupils with SEND is a whole school responsibility. This Policy details how Sibsey Primary School will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. The school will ensure that the teachers in the school are able to identify and provide for those pupils who have SEND to allow those pupils to join in all the activities of the school together with those pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving SEND provision and the efficient education of the pupils with whom they are educated.

The Governing Body is committed to ensuring that all necessary resources are provided for the support of pupils with SEND, within the financial limits available to the school. The provision of resources will be reviewed regularly so as to provide materials to support the needs of SEND children. The Governing Body is responsible for monitoring the school’s work with children with SEND.

A member of the Governing Body will be appointed as a Governor with responsibility for SEND. The Governing Body will report annually to parents on the school’s policy for SEND by publishing a Report to be posted on the school’s website.

When carrying out its duties towards pupils with SEND, the School will ensure that parents are notified of any decision by the school that SEND provision is being made for their child.

Inclusion Statement

Sibsey Primary School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the

school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Primary School

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able. (See separate policy)

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and Previously Looked After Children.

Aims of this Policy

The Governing Body, SENCO and Staff will ensure that all pupils in our care, irrespective of religion/belief, culture, class, race, gender, age, sexuality, disability or ability will have access to the skills necessary to benefit from the curriculum offered by the school.

Pupils with SEND will be supported to ensure they have access to a broad and balanced education, including the National Curriculum and Religious Education.

Sibsey Primary School will work to create an atmosphere of encouragement and acceptance where all pupils can thrive and where there is respect for effort and achievement and sensitivity to individual needs.

We will strive to teach all pupils at a level and by methods appropriate to their need and ability. Teachers will set suitable learning challenges, respond to pupils' diverse learning needs, and endeavour to overcome potential barriers to learning and assessment.

Pupils with SEND will as far as possible have their needs met within the normal classroom environment.

The Governing Body and Staff will work to develop the greatest possible degree of partnership between parents, their children, the school and the LA.

The aims of Sibsey Primary School's Special Educational Needs and Disability/Inclusion Policy are:

- To identify, at the earliest possible opportunity, barriers to learning and participation.
- To make reasonable adjustments for those with an Additional Need or Disability by taking action to increase access to the curriculum, the environment and to printed information for all.

- To ensure that children with SEND engage in the activities of the school alongside children who do not have SEND.

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the curriculum adaptation, to better respond to the four broad areas of need:

1. Communication and interaction

- SLCN (Speech, Language and Communication Needs)

- ASD (Autistic Spectrum Disorder)

2. Cognition and learning

Children who learn at a slower pace than their peers, even with appropriate adaptation.

They include:

- MLD (Moderate Learning Difficulties)

- SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)

- PLMD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment)

- SpLD (Specific Learning Difficulties affecting one or more aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia, and Developmental Co-ordination Disorder (dyspraxia).

3. Social, emotional and mental health difficulties. These include:

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

- ADHD (Attention Deficit Hyperactive Disorder)

4. Sensory/physical.

- Vision impairment

- Hearing impairment

- Multi-sensory impairment

- Physical disability

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil need, through well-targetted continuing professional development.

- To support pupils with a medical condition to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equality and Diversity

Sibsey Primary School is committed to providing equal opportunities for all, irrespective of religion/belief, culture, class, race, gender, age, sexuality, disability or ability. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Policy for Dealing with Radicalisation and Extremism

The school is aware of its responsibilities in connection to radicalisation and extremism, and training is undertaken by staff as part of the 6-year Safeguarding Pathway. Radicalisation and Extremism is included in the School's Child Protection/Safeguarding Policy.

Definition of SEND

At our school we use the definition for SEN and Disability as detailed in the SEND Code of Practice 2014. This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘**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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

N.B. When deciding whether a child has a difficulty which calls for special/additional provision for a child, consideration will also be given to Social, Emotional and Mental Health needs impacting on their emotional health and wellbeing.

Admission Arrangements

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school's Admission Policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:
 - It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will seek the opinion of the school before a final decision on placement is made. In addition the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Disability and Accessibility

To ensure that no child is discriminated against as a result of any disability they may have, the school operates a Disability and Accessibility Scheme, and also an Accessibility Plan. (Also see 'Reasonable Adjustments' below.)

Reasonable Adjustments

Under the Equality Act 2010, Schools have a duty to take steps to ensure pupils with a disability can fully participate in educational/school life. This includes the way the school operates on a daily basis, and the decisions and actions taken to ensure inclusion of all. The duty is anticipatory, considering what a disabled person might need to avoid 'substantial disadvantage' for that child. This may include planning for better access for disabled pupils generally.

The duty also covers the provision of auxiliary aids and services, e.g. pen grips, adapted equipment, adapted computer software, provision of a sloping board, step, etc but also additional assistance from staff (readers/scribes).

When considering adjustments, the school must consider the resources of the school, the effectiveness of the suggested adjustment, the practicality of the adjustment, health and safety of the adjustment, etc.

The school operates a Disability and Accessibility Scheme, and also has an Accessibility Plan.

Responsibilities of Governing Body

The Governors will, through working with the SENCO:

- Use their best endeavours in exercising their functions to ensure that the necessary special arrangements are made for any pupil who has SEND.
- Ensure that parents are notified by the school when SEND provision is being made for their child.
- Make sure that the SENCO makes all staff who are likely to teach the pupil aware of those needs.
- Make sure that the Teachers are aware of the importance of identifying pupils who have SEND and of providing appropriate high quality teaching.
- Consult with the Local Authority and the Governing Bodies of other schools when appropriate and when necessary to co-ordinate special educational teaching in the area.
- Make arrangements to allow pupils with SEND to join in the everyday activities of the school as far as is practical.
- Report each year to Parents on their Policy for pupils with SEND by posting a Report on the school's website.
- Publicise a SEN Information Report on the school's website, as required by the SEND Code of Practice 2014.
- Collaborate with the Local Authority in producing the Local Authority's 'Local Offer', and update this information when necessary. (www.lincolnshire.gov.uk/fsd)
- Take account of the SEN Code of Practice when carrying out their duties towards all pupils with SEND.
- Ensure that the Personal Education Plan (PEP) for all 'Looked-After' children is followed.

Role of the Governor with responsibility for Special Educational Needs

- Understand the Governing Body's responsibilities under the Special Educational Needs and Disability (SEND) Code of Practice.
- Monitor all aspects of SEN and disability provision and report back to the Governing Body on these.
- Monitor the progress of pupils with SEN and report back to the Governing Body on these.
- Make sure the school ensures that the necessary special educational provision is made for any pupil with SEN.
- Make sure that all pupils with SEN join in with the everyday activities of the school together with the children without SEN.
- Ensure the Governing Body is up to date about issues related to SEN and disability.
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website.
- Ensure the school has appointed a SENCO and they have received appropriate training.
- Meet regularly with the SENCO to discuss the school's SEN provision, budget and resources.
- Ensure that the school is meeting the needs of pupils with SEN and disabilities.
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010.
- Make sure SEN is considered in any budget discussions.
- Attend training on the role of SEN Governor, as appropriate.

Role of the Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day to day implementation of this Policy to the SENCO.
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision through:
 - Analysis of the whole-school pupil progress tracking system.
 - Maintenance and analysis of the intervention class provision maps for vulnerable learners (through SENCO).
 - Pupil progress meetings with individual teachers.
 - Regular meetings with SENCO.
 - Discussions with pupils and parents.

Role of the SENCO

- As soon as is reasonably practicable, inform the parents of registered pupils of the school that the SENCO considers the pupil may have special educational needs.
- In relation to each of the registered pupils who have special educational needs: #
 - Identify the pupil's needs, and co-ordinate the making of special educational provision to meet those needs.
 - Monitor the effectiveness of any special educational provision made.
 - Secure relevant services for the pupil where necessary.

- Ensure that records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date.
- Liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made.
- Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
- Prompting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curriculum activities.
- Selecting, supervising and training learning support assistants who work with pupils with special educational needs.
- Advising teachers at the school about adapted curriculum methods appropriate for individual pupils with special educational needs.
- Contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph above #.
- Preparing and reviewing the information required to be published, i.e. the SEN Information Report.
- Prepare and present reports to the Meetings of the Full Governing Body on the effectiveness of the school's SEND arrangements/progress of children, etc.

Role of Class Teacher

Teachers will deliver high quality teaching, which is adapted to meet the needs of all learners. They will use inclusive strategies and interventions.

Teachers will liaise with the SENCO to discuss and agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have their additional needs met through interventions (but are not children with SEND).
- Which pupils need additional intervention because of a special educational need and should, in discussion and agreement with parents, be added to the school's Additional Needs List.

Teachers should secure good provision and good outcomes for all groups of vulnerable learners by:

- Providing **adapted** teaching and learning opportunities.
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets set for them.
- Ensuring effective deployment of resources to maximize outcomes for all groups of vulnerable learners.

Stages of Provision

Stage 1

All learners in Sibsey Primary School will have access to Quality First Teaching.

Some ‘vulnerable’ learners will have access to adapted teaching through additional support in class or small group work. These will be children that the school has identified as needing support to make progress, but will not necessarily be children with special educational needs – this is adaption of the usual school curriculum.

All ‘vulnerable’ learners will be included on the individual Class Intervention Provision Maps which outline all additional intervention across the school. Some of these children may need closer consideration and will be monitored to ensure that progress is made.

Stage 2

When it is clear that children need additional SEN Support, i.e. that their needs require intervention which is ‘additional to’ or ‘different from’ the adapted curriculum on offer for all children, then, in consultation with parents, those children will be placed on the School’s Additional Support List. Children on this list will be closely monitored by the Class Teacher, SENCO/ Assistant SENCO, and appropriate targets set for them. They will be supported as in Stage 1, but may additionally have 1:1 work, or small group work specifically for their needs. Termly meetings will be held with all parties present as part of the graduated approach i.e. the ‘Assess, Plan, Do, Review’ cycle.

At this stage, in consultation with the parents, it may also be appropriate to employ the services of an Outside Agency to offer additional support for the child.

On rare occasions, where a child has significant and complex needs, it may be necessary to enter a multi-disciplinary assessment process in order to consider the need for an Education, Health and Care Plan.

Stage 3

Children with an Education, Health and Care Plan will have access to all provision for SEN children in Stage 2, but will have an Annual Review of their Plan. In addition, the school has a duty to undertake support as detailed in the Plan. Children with a Plan may also have the support of a 1:1 support assistant(s).

How does the School know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the child’s previous school, regarding a child’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as already detailed herein.
- A pupil asks for help.

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child’s learning, then these should initially be discussed with the child’s class teacher. This may then result in a referral to the school’s SENCO, Mr. G. Wright, and Assistant SENCO, Mrs. A. Sykes.
- Parents may also contact the SENCO or Assistant SENCO direct at the school if this is more appropriate. Both can be contacted by calling in to make an appointment, by

telephone (01205 750335) or by email graeme.wright@sibsey.lincs.sch.uk or angela.sykes@sibsey.lincs.sch.uk.

- All parents will be listened to. Their views and aspirations will be central to the assessment and provision provided by the school.

Involvement of the Parents/Carers and the Child

Parents and Carers will be kept informed at every stage of the SEND process and their views and wishes will be taken into account. A record will be kept by the SENCO of any meetings that take place. A record will be made on the 'yellow diary sheets' kept on the SEND files detailing brief notes and outcomes.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

How will the school support a child with SEND?

- All children will be provided with high quality teaching that is adapted to meet the diverse needs of all learners.
- Children with a disability will be provided with reasonable adjustments to try to overcome any disadvantage experienced in school and increase their access to the curriculum (see separate section herein).
- The quality of classroom teaching of children with SEND is monitored through a number of processes, as detailed in the SEN Information Report available on the school's website/the school's Assessment, Marking & Monitoring Policy which is also available on the school's website.
- All pupils will be given individual targets. Parents will be kept informed of these and progress.
- Attainment will be tracked using the whole school tracking system and those falling behind are identified and discussed at termly progress meetings. Additional action to increase the rate of progress will then be identified and will be included in the review of the impact of the adapted teaching being provided.

Action related to SEN Support will follow the graduated approach of the Assess, Plan, Do and Review model:

1. Assess

Data on the child will be collated by the Class Teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to an early discussion to support identification of action to improve outcomes.

2. Plan

If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained

and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO/Assistant SENCO.

3. Do

SEN Support will be recorded on a plan that will identify a clear set of expected outcomes that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review

Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental consultation and once parental permission has been obtained.

For a small number of children, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs.

Support Services

The school seeks the advice of Outside Agencies as necessary to ensure the needs of children within the school are met as far as possible. The following is a list of the agencies who may be contacted:

Behaviour Outreach Support Service (BOSS)
Child and Mental Health Service
Children and Young People Nurse
Community Paediatrics
ECLIPS
Educational Psychology Service
Education Welfare Officer
Healthy Minds
Mental Health Support Team
Pastoral Support Plan through Pupil Reintegration Team
Sensory Education Support Team
Specialist Teaching Team
Speech and Language Therapy Service
Working Together Team (Social Communication & Autism Outreach Support)

When necessary, we will also seek the advice of Social Services.

We may also suggest a referral to 'Team Around the Child' Service.

Valuing SEND

As part of the assessment process, when appropriate, the school will access the Valuing SEND Tool, which can be used to plan next steps, and also as evidence of need when submitting a request for an assessment of Education and Health Care needs. As part of the

Valuing SEND process, the school will access the SEND Toolkit to identify sources of support, and may also contact Ask SALL (SEND Advice Line for Lincolnshire School SENCOs). The VSEND toolkit, SEND Toolkit and Ask SALL options are provided through the Local Authority.

How will the curriculum be matched to each child's needs?

- Teachers plan using children's achievement levels, adapting tasks to ensure progress, and to remove barriers to learning to enable them to access the curriculum.
- Adaptations may include strategies suggested by the SENCO and/or external agencies.
- Small group/1:1 working may also be utilised.
- All actions will be recorded and shared with parents.

How will parents know how their child is doing?

- Attainment towards targets will be shared with parents termly through parent meetings and/or termly SEN Support meetings.
- The Assistant SENCO also holds Sessions when parents can meet to discuss progress and strategies.
- The school issues progress reports three times a year to parents.
- Parents are encouraged to arrange an appointment to discuss their child's progress at any time when they feel concerned or have information they feel they need to share.

How will parents be helped to support their child's learning?

We can supply:

- Educational activities to develop memory, spellings and mathematical skills, and other relevant resources to support home learning.
- Providing details of useful websites.
- Providing focused parents' evenings that relate to specific curriculum areas e.g. reading
- Suggesting strategies/resources that can be used to support your child's particular targets.

What support will there be for the overall well-being of children?

Pastoral and Social Support

- All staff within the school have strong relationships with the children to support their emotional needs, and will offer day-to-day pastoral support as required.
- In our experience, children at our school feel confident to share emotional and social well-being concerns with a member of staff.
- Parents are encouraged to meet with the headteacher, assistant SENCO, class teachers and teaching assistants if they feel there is a concern that needs to be shared.
- Year 6 children are trained in Peer Mediation and work as Peer Mediators around the school to resolve issues between children on the playground. This is a first point of call for children to take responsibility to 'problem solve' without adult intervention.
- Year 5/6 children are trained as Playground Leaders to specifically work with younger children at playtimes to encourage appropriate play and kindness to each other. They will actively seek out younger children who have challenges with establishing relationships or making friends.

- Members of the Pupil Voice can carry out a range of tasks including supporting children around the school.
- Any reported incident or concern regarding a child's emotional or social well-being is recorded and followed up by the Assistant SENCO.
- All child protection issues are reported to the headteacher, and are logged on the school's CPOMS system.
- There is a clear 'Whole School Behaviour Policy' which is adhered to by all staff (please see the school website for a copy). This Policy includes the school's Rewards and Sanctions systems. Behavioural difficulties do not necessarily mean that a child has Special Educational Needs. However a change in a child's behavior can indicate that the child needs help and support.
- We use a variety of approaches to develop children's personal, social and emotional development. The school follows the PSHE Association framework in all classes. All classes take part in Circle Time, which promotes speaking, listening, empathy, working together, turn taking and following social rules. Collective Worship time is also used as a forum for discussion, reflection and support in these areas. In addition, the school runs weekly Talk Together Time sessions for all pupils. These are opportunities for children to meet in mixed age groups to discuss a wide range of issues. All children are allocated a named adult 'key person' to lead these groups, and to whom they can speak if they have any worries or concerns outside of these sessions.
- When appropriate 'Friendship Buddies' can be appointed to support a child with a particular need.

Medical Needs

- We ensure as far as possible that any child with a medical need or disability is included in all aspects of the curriculum and school life.
- There is a clear 'Medical Needs Policy' which is followed by all staff (please see the school website for a copy)
- If your child has a specific medical need then parents should contact the school and you will be referred to the Assistant SENCO who will take the appropriate action. This could involve the preparation of a 'Health Care Plan'. If a 'Health Care Plan' is needed it will be written to inform appropriate staff of the specifics of the condition and what should be done to support the needs of the child.
- The school maintains a list of all children with medical needs which is available to all staff.
- If your child requires on-going long-term medication then this will be reflected in their 'Health Care Plan'.
- If your child requires short term medication that is not part of a 'Health Care Plan' e.g. for a minor infection then please contact the school office to complete a form 'Administration of Short-Term Medication' which will outline how the medicine is to be administered.
- Asthma inhalers, and Emergency Treatment for Anaphylactic Shock are kept securely in the classrooms. Other medication is kept securely where appropriate e.g. in a fridge in the staffroom.
- Personal Emergency Evacuation Plans (PEEPs) are produced for children with specific needs so as to ensure that, in an emergency evacuation of the school, an adult has been appointed to ensure their safety.

Training

Staff Training is undertaken as necessary to meet the needs of children within the school. Staff undertake the following training on a regular basis:

Safeguarding/Child Protection (annually)	E- Safety (annually)
'Epi-Pen' Training (annually*)	Asthma (Annually)
Care and Control 'Holds'	Epilepsy (annually*)
First Aid (teaching assistants and midday supervisors)	

*As and when pupil needs dictates

Autism Awareness -staff trained on a regular basis as part of the support offered through the Working Together Team

Most of our staff have also had experience of working with children and/or training relating to Autism, ADHD, Dyslexia, Dyspraxia, Behavioural concerns and Emotional Well-being and Mental Health.

How will your child be included in activities outside the classroom including school trips?

Educational visits and residential trips (Y5/Y6) are used frequently by the staff to introduce or enhance the children's learning. Your child will always be included in such opportunities. We will ensure that any specific needs they have will be considered within our Risk Assessments so that we are fully prepared for the visit and the needs of your child. Part of that preparation may well involve appointing an adult to have specific responsibility for your child if that is felt to be appropriate.

If your child has a specific need that needs to be taken into consideration on a visit we will meet with you and your child to discuss how the visit can be organised safely.

How accessible is the school environment?

- To support your child in accessing the school facilities we have ramped access to all classrooms and a disabled toilet.
- The main entrance to the school is designed to give wheelchair friendly access.
- We aim to keep our corridors and classrooms accessible to children with needs e.g. physical and sensory.
- For children with sensory impairment seating is planned appropriately.
- The school has a Disability and Accessibility Scheme, and also undertakes an Accessibility Audit/Plan.

How will the school prepare my child when joining school/moving between stages/transferring to new setting or secondary school?

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Have a clear Transition Policy covering all areas of transition e.g. Pre-School to Reception, Key Stage 1 to 2, and Primary to Secondary.
- Welcome visits from parents wishing to view the school at any time during the year.
- Have visits to the various feeder settings carried out by the teacher and/or teaching assistants.

- Children make regular visits in the summer term for familiarisation activities, including introducing phonics, and to allow the children to get to know the staff and each other.
- Have a ‘welcome evening’ for parents with the class teacher, headteacher and relevant support staff including the Assistant SENCO. This event gives you information about how the school runs, the type of activities the children will be involved in, lunch time arrangements, uniform and the general order of the school day. Parents also get the opportunity to talk privately about any concerns or worries they may have.
- Receive and use relevant paper work from the various feeder settings e.g. your child’s learning journey, any SEND or medical information.
- Attend ESCO (Early Support Care Coordination) meetings for children and parents as part of the transition process as appropriate which will involve discussions with other agencies regarding your child’s particular needs.
- Where necessary, we work with the feeder setting to produce transition ‘Social Stories’ to help those children with e.g. ASD.

The transfer to secondary school can be a daunting time for everyone and probably even more so if your child has a special educational need or disability. We will support you and your child by:

- Providing information about the needs of your child to their transferring school through face to face meetings with Y7 Tutors and SENCOs and the passing on of relevant paperwork. These processes will be carried out by the Class Teacher and/or the Assistant SENCO. Where appropriate parents are involved in this process as well as, whenever possible, relevant outside agencies.
- Providing a ‘transition package’ which includes explanation of new routines, timetables and other relevant details for your child.
- Providing, when appropriate, social stories, ASD567 (a transition package for autistic children), information cards and pen profiles of your child which can be used by their new school.
- Discussing with the secondary school additional visits to the school for your child, if needed.
- If your child has a Health Care Plan in place, then this will also be passed to the secondary school along with all relevant paperwork.
- Parents of special educational needs or disability children are advised to begin the process of transition at an early stage (usually within Year 5). The various secondary schools hold ‘Open Evenings’ and we would encourage all parents to visit the schools with their children before making a decision about which school they would like their child to attend.
- For children who have a clearly identified specific need e.g. ASD, Dyslexia we encourage parents to arrange to meet the secondary school SENCO to discuss their child’s needs as soon as possible.

Allocation of Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of funds allocated per pupil for their education (Age Weighted Pupil Unit).
- Notional SEN budget. This is a fund devolved to schools to support schools to meet the pupils with SEND.

- Pupil Premium Funding provides additional funding for pupils who are entitled to Free School Meals (income based), pupils who are in the care of the local authority, or who were previously in care, or whose parents are in the Armed Services.
- For pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority.

The funding is used to provide equipment and the facilities to support pupils.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCO/Assistant SENCO.

How does the School decide how much support each child will receive?

- For children with SEN but without an Education, Health and Care Plan, decisions about how support will be provided will be taken at joint meetings with the SENCO/Assistant SENCO, Class Teacher and parents.
- For children with an, EHCP this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will parents be involved in discussions about and planning for their child's education?

Parents will be involved through:

- Discussions with the Class Teacher, SENCO/Assistant SENCO.
- During parents' evenings.
- Meetings with support and external agencies.
- Sessions held by Assistant SENCO when parents can discuss their child.

As a school, we always try to make ourselves available if parents wish to discuss any aspect of their child's support, although at times it may be necessary to make an appointment to do so.

Who should parents contact if they require further information, or if they have any concerns relating to their child?

If parents wish to discuss their child's special educational needs, have any issues/concerns regarding their child or the support they received, then they should contact:

- The child's Class Teacher
- The SENCO/Assistant SENCO
- The Headteacher
- For concerns/complaints, please initially contact the School Governor with responsibility for SEN, Mr. R. Atterby. He can be contacted via the School
- The School also operates a Complaints Procedure, which is available on the School website, or a hard copy is available upon request from the School Office.

Support Services for parents of children with SEN include:

If parents feel they would like to access further support, they should contact the Assistant SENCO who will be happy to supply you with contact details for relevant groups/agencies.

Under the new regulations, the Local Authority has prepared a 'Local Offer' setting out the services available to support children in Lincolnshire. The 'Offer' is available on

Lincolnshire County Council website www.lincolnshire.gov.uk/fsd or use your search engine to seek fsd.lincolnshire.gov
 From both pages you will be able to access the Family Services Directory, and then the ‘Local Offer for SEN & Disability’. There is also a lot of other useful information on the Family Services Directory Home Page.

Other useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support		www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children’s Services		www.lincolnshirechildren.net
Family Services Directory (fsd)	0800 195 1635	lincolnshire.fsd.org.uk
SEND Information, Advice and Support in Lincolnshire (Liaise)	0800 195 1635	liaise@lincolnshire.gov.uk
Lincolnshire Parent Carer Forum	07925 232 466 0845 33 11 310	admin@lincspcf.org.uk
4all Register	0800 195 1635	(Children’s disability register) 4all@lincolnshire.gov.uk
Family Information Service	0800 195 1635	lincolnshire.fsd.org.uk
Parenting and Family Support	0808 800 2222	www.familylives.org.uk
Lincolnshire Autistic Society	01775 821213	‘search’ Lincolnshire Autistic Society
Lincolnshire ADHD Support Group	01522 539939	lincolnadhd.org lincoln.adhd@btconnect.com
Family Action		lincoln@family-action.org.uk www.family-action.org.uk
Lincolnshire Centre for Grief and Loss	01522 546168	www.lcgl.org.uk
Old Leake Children’s Centre	01205 872258	bostonenquiriesccnetwork@lincolnshire.gov.uk
Norfolk Lodge, Boston Children’s Centre	01205 319899	bostonenquiriesccnetwork@lincolnshire.gov.uk

The Local Authority’s Local Offer

The ‘Offer’ is available on Lincolnshire County Council website www.lincolnshire.gov.uk/fsd or use your search engine to seek fsd.lincolnshire.gov

Additional Relevant Factors

At the heart of the work of Sibsey Primary School is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these

arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Monitoring and Assessment

The school will assess each pupil's current levels on entry to the school with reference to their learning skills, communication skills, physical development, behaviour and social interaction, using a baseline assessment. This is used to identify, at the earliest opportunity, any pupil who is in need of extra support. Staff will ensure that any assessment and work planned from the assessment reflects a sound comprehensive knowledge of the child.

If the pupil already has an identified SEND, this information will be transferred through *Early Years Action* and *Early Years Action Plus* from their Early Years setting. In such cases, the SENCO and the class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment to provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps in the pupil's learning.
- Involve parents in implementing a joint learning approach at home.

All pupils are assessed regularly throughout the year and the Key Stage using statutory and commercial testing materials.

The class teacher is responsible for raising concerns about individual pupils with the SENCO.

The identification and assessment of the SEND of pupils whose first language is not English requires particular care. Where there is uncertainty about an individual pupil, teachers will consider carefully all aspects of the pupil's performance in different subjects to establish whether the problems the pupil exhibits in the classroom are due to limitations in their command of the language that is used, or arise from SEND.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

Education of Looked-After Children (LAC) (Children in Care) and Previously Looked-After Children (PLAC)

All Looked-After children must have a Personal Education Plan (PEP) detailing steps to meet both short-term and long-term educational goals. The PEP is a key tool for identifying and meeting the educational needs of such children and will be reviewed on a six-monthly basis.

The Headteacher will act as a resource and champion for Looked-After children and Previously Looked-After Children (Designated Teacher), liaising with appropriate agencies. All steps will be taken to ensure that such children receive the necessary support to enable them to achieve and succeed, ensuring that provision is in place to aid their continuing progress.

The responsibilities of the Designated Teacher include:

- Monitoring the progress of all LAC and PLAC to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring all LAC and PLAC have access to the appropriate network of support.
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed (at least every six months).
- Ensuring that information concerning the education of LAC and PLAC is transferred between agencies and individuals.
- Preparing a report on the child's educational progress to present to the review.
- Discussing feedback from review with relevant parties e.g. social worker, carers, and a member of the virtual school.
- Liaising with the child's social worker to ensure there is effective communication at all times.
- Celebrating the child's successes and acknowledge the progress they are making.

Children with Medical Needs

The school has a vital part to play in supporting the education of children on its roll with medical needs.

The school has a 'Medical Needs Policy' and reference should be made to this Policy as appropriate.

When such a situation arises, the school will ensure that the educational needs of any child will be met through the published statutory guidance which sets out the minimum standards of education for children who cannot attend school as a result of illness or injury.

When necessary, there will be close liaison between teachers and the Local Authority/Hospital/Home tuition service to ensure that programmes of work are available.

The necessary steps will also be taken to assist a successful reintegration of the child.

Mental Health Concerns

At our school, every effort is made to promote the mental health of all children. Necessary steps will be taken to ensure that effective intervention strategies are put into place to support any child experiencing problems. More detailed information is included in the school's 'Mental Health Policy'.

Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting the needs of pupils. All complaints are taken seriously. If any parent has a complaint relating to the way in which Special Educational Needs or Disabilities issues are handled in Sibsey Primary School, they can refer this to the school's appropriate Governor,

Mr. R. Atterby and/or should refer to the school's Complaints Policy and follow the guidance therein.

Review

The Governing Body will regularly review the provision of education for SEND children within the school.

The Governing Body and Staff will review this Policy on an annual basis.

Updated 2022

Relevant Other Policies: Child Protection/Safeguarding, Equality and Diversity, Accessibility Plan, Disability and Accessibility Scheme, Racial Equality, Medical Needs Policy, Mental Health, Public Sector Equality Duty, Admissions Policy, Inclusion.

Appendix 1

Sibsey Primary School

SEN Support Meetings

The progress of each child on the SEND list will be reviewed on a regular basis as part of the graduated approach of Assess, Plan, Do, Review cycle.

Children with an EHCP will have a statutory Annual Review.

Children shown on the school's Additional Needs List will have at least three meetings per year - per term - (SEN Support Meetings).

The Class Teacher, Learning Support Assistant (when appropriate), Parents, Child and representatives from Outside Agencies (when appropriate) will be invited to attend the Review meeting. (The SENCO/Assistant SENCO will also attend).

Brief notes and outcomes from any meetings with parents, statutory Annual Reviews and SEN Support Meetings will be recorded on the yellow diary sheets kept on each SEND child's individual records.

A copy of each child's Targets will be kept in their classroom, a copy will be given to parents and a copy put in the central file. A copy of the Targets will also be given to any Learning Support Assistant working with the child.

All correspondence relating to children on the SEND list will be kept on the central files, along with any reports or correspondence from outside agencies.

Any significant events/achievements will also be noted on the yellow diary sheets.