



SEND Policy

School Values

**ENJOYMENT HONESTY CARING RESPECT
EQUALITY**

Updated December 2022

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

The 1996 Education Act says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Larkhall Primary Campus is committed to providing the environment and opportunities to enable any child with SEND to be included fully in all aspects of school life.

1. Aims and Objectives

Larkhall Primary Campus will best endeavour to ensure the necessary provision to meet the SEND needs of individual children. In order to do this we aim to:

- Identify those children who have SEND as soon as possible.
- Provide evidence-based intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access a broad and balanced Curriculum.
- Use resources effectively to support children with SEND.
- Assess and track the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.

- Provide on-going training for all staff to ensure an up to date understanding of 'best practice' when working with children with SEND.

The Head teacher alongside the SENCo, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

2. Responsible Persons

The 'responsible Governor' for SEND is **Chris Thomas**

The person leading the provision of education for pupils with SEND is **Ceinwen Adeusi** [Acting Assistant Head and SENCo].

The daily provision of education for pupils with SEND, in addition to the quality first teaching provided by **all class teachers**, is provided by Cat Andrew, Speech and Language Therapist, Intervention Co-ordinators and TAs

3. Inclusion

All the teachers at Larkhall Primary Campus are teachers of children with Special Educational Needs. As such the School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff at Larkhall are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs, or whose needs are met through an Education Health Care Plan, and those others with less significant needs.

4. Access to the Curriculum

All children are taught in accordance with the programme of study outlined in the National Curriculum. This curriculum is differentiated to meet the needs of all learners, including those identified as having Special Educational Needs.

At Larkhall we are committed to Quality First Teaching where teachers adapt and develop their teaching styles in order to meet the needs of the children that they are teaching.

Larger year groups have an additional teacher in order to ensure that **all** children have the opportunity to access quality first teaching in a smaller group context, especially those identified as have a Special Educational Need.

There are flexible groupings of children so that learning needs may be met in individual, small group or whole class contexts.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Larkhall adheres to ELKLAN Communication Friendly School practices, in order to effectively support learners with Speech, Language and Communication needs.

The school makes additional provision for children with special educational needs to match the nature of their individual needs. The class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes achieved. This will be shared with Parents during the normal cycle of Parents evenings. **Parents and Carers are also welcome to arrange additional meetings with their child's class teacher and the SENCo to discuss their child's provision and progress.**

Furthermore, some vulnerable learners may also have access to interventions. These will likely be pupils who are temporarily underachieving and have been identified by the school as needing to make accelerated progress. These will not necessarily be children with special educational needs. This is considered to be a process of differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

5. Identification

There are a number of ways that a concern may be raised which may initiate an assessment of a child's need, namely:

- Foundation Stage Entry Profile Assessment
- Concerns raised by parents
- Concerns raised by class teachers and support staff
- Assessments by outside agencies e.g. Medical professionals or Social Care professionals
- Tracking of achieved National Curriculum Outcomes
- School Transfer Records

It is vital that Parents are involved in the process of identifying and meeting the needs of their child. Once a concern has been raised parents will be invited to attend a meeting with the SENCo and their child's class teacher in order to agree upon the assessment that will take place.

The following list is an example of how a child's needs may be assessed (this is not exhaustive):

- Practitioner observation
- National Curriculum Progression Statements
- SDQ Questionnaire
- Speech and Language Therapist Assessment
- Educational Psychologist Assessment
- Referral for Developmental Assessment (Community Paediatrics)
- Mother Tongue Assessment
- Referral for Occupational Therapy Assessment (Community Paediatrics)
- Referral for CAMHS Assessment

6. Co-ordination of Provision (School Offer)

Special Educational Needs is divided into four need types:

Category	Description	Provision at Larkhall may include:
Communication and Interaction (CI)	<p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Condition (ASC)</p> <p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p>	<p>Direct Therapy from school Speech and Language therapist.</p> <p>Indirect Therapy from school Speech and Language Therapist.</p> <p>Support from SENCo.</p> <p>Support from Intervention Co-ordinator.</p> <p>TA support.</p> <p>Environmental adaptations.</p> <p>Support Resources</p> <p>Referral to Drama or Music therapy.</p>
Cognition and Learning	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulty (SpLD)</p> <p>This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia maths); dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD.</p>	<p>Support from an additional teacher.</p> <p>Support from SENCo.</p> <p>Support from Intervention Co-ordinator.</p> <p>TA support.</p> <p>Educational Psychologist Support.</p> <p>Bespoke support resources.</p>
Social Emotional Mental Health.	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <ul style="list-style-type: none"> • Problems of mood (anxiety or depression), • Problems of conduct (oppositional problems and more severe conduct problems including aggression), • Self-harming, • Eating disorders or physical symptoms that are medically unexplained. • Attention deficit hyperactive disorder (ADHD) • Attachment disorder • An anxiety disorder 	<p>Support from Learning Mentor.</p> <p>Involvement in Pastoral group.</p> <p>Referral to CAMHS.</p> <p>Support from SENCo, Intervention Coordinator and/or additional teacher.</p> <p>Referral to Drama or Music therapy.</p> <p>Referral to Chance UK.</p>
Sensory and Physical	<p>Visual Impairment (VI)</p> <p>Hearing Impairment (HI)</p> <p>Multi-Sensory Impairment (MSI)</p> <p>Physical Disability</p>	<p>Environment adaptations (including the use of technology)</p> <p>Support from Lambeth Hearing Support Service.</p> <p>Support from Lambeth Visual Impairment service.</p> <p>Motor interventions as detailed in the Occupational Therapy Schools Advice pack and delivered by school staff.</p>

Once a child has been identified as having special educational needs the school will implement a Personal Passport which details Strengths, Difficulties and Strategies for supporting your child. It may be required that we implement a graduated approach to support them, known as Assess, Plan, Do, Review (see 2014 Code of Practice for guidance). This will involve the SENCo, Class Teacher and Parents meeting regularly to review your child's Personal Passport, their learning and involvement in school life. There are termly provision meetings held between the SENCo and Class teacher to review each child's progress, review targets and through this the progress and attainment of children with SEND is closely monitored and provision for them reviewed in order to ensure continued progress.

Where a child with SEND demonstrates the need for significant additional support which is beyond the scope of SEND Support the SENCo will initiate an application for an EHCP should children meet this threshold.

In addition to quality first teaching provided by all class teachers at Larkhall, children may also be supported through (this list is not exhaustive):

Type of Support:	Description:
Support from the SENCo	This involves the SENCo working with class teachers to develop their classroom environments and teaching strategies to meet the specific need of children with SEN.
Support from an Additional Teacher	This involves in-class, paired or small group support from an additional teacher within the year group.
Support from the Intervention Coordinator	This involves children receiving in-class or small group support from a higher level member of support staff with training in SEN support strategies.
Additional support from Teaching Assistants	This involves one to one, paired and small group support in class.
Direct therapy from the Speech and Language therapist	This involves one to one, paired and small group sessions run by the Speech and Language Therapist.
Indirect therapy from the Speech and Language therapist	This involves Language groups run by Intervention Coordinators or TA's and monitored by the Speech and Language Therapist.
Educational Psychologist Support	This can involve: Assessment and advice.
Learning Mentor Support	This involves one to one, paired or group mentoring to support social and emotional development.
Dramatherapy	One to one or group therapy to support social and emotional development and well-being.
Music Therapy	One to one or group therapy to support social and emotional development and well-being.
Mental Health School's Team	Opportunity for the SENCo to consult with an

	<p>Educational & Clinical Psychologist to plan and refine internal provision for children with mild to moderate mental health or behavioural difficulties.</p> <p>There is some scope for direct work to take place with parents and / or children from the Mental Health School Support Worker.</p>
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7. Education Health Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the children have not made expected progress, the SENCo and Parents will consider requesting an Education, Health and Care assessment from the Local Authority which will ensure special educational provision to meet the special educational needs of the child, in order to secure improved outcomes for them across education, health and social care.

8. Local Authority Offer

For more information regarding what the Local Authority has to offer pupils with Special Educational Needs please visit www.younglambeth.org

9. Evaluation of Provision

The school evaluates the provision of Pupils with SEN on a termly basis through the following approaches:

- Regular monitoring carried out by the Senior Leadership Team
- Termly Provision Meetings with Class Teachers, Support Staff, the SaLT and the SENCo – 3 per year
- Regular monitoring of Curriculum areas by Curriculum leaders
- Regular assessment meetings to review data and moderate evidence with the Assessment Leader
- Where an intervention is provided through an external agency the provision is evaluated both through progress data collected by the agency themselves and school progress data in order to assess whether the intervention is having an impact across school life.
- Personal Passport reviews – where children have a Personal Passport this will be monitored in addition to the above named approaches to ensure targets and provision remain appropriate in order to children with special educational needs continue to make progress.

10. Record Keeping and Training

Up to date records for children with SEN will be kept by the SENCo and shared with Parents and any other relevant professionals.

All provision will be recorded in a provision map and targets planned for, assessed and monitored through half termly assessment and moderation meetings, Personal Passports and where appropriate SEND support plan meetings or annual reviews which will be kept both by the SENCo and within the relevant teachers class folder.

All staff receive Continual Professional Development (CPD) regarding best practice in teaching learners with Special Educational Needs.

11. Partnership with Parents

Larkhall Primary Campus works closely with parents to support children with special educational and disability needs. We encourage an active partnership through an on-going dialogue with parents. Parents will be involved in shared decision making regarding assessment of Special Educational Needs and contribute to the planning and reviewing of provision for their child three times per year.

The progress of children with Special Educational Needs is reported to parents termly through the schools report and parent meeting cycle. The SENCo or Speech and Language therapist may arrange additional meetings in order to support children with SEN and parents are welcome to arrange a meeting with any school based professional (SENCo, Class teacher, Speech and Language Therapist, TA, Intervention Coordinator) should they want further feedback or input regarding their child's progress.

12. Pupil Participation

At Larkhall Primary Campus children are encouraged to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The voice of the pupil is sought and listened to at every stage of their identification, assessment and provision and children are involved at an appropriate level in contributing towards their Personal Passports and / or Annual Reviews (should they have an ECHP or Statement of Special Educational Needs).

13. Links with External Agencies

The school recognises the important contribution that external support services make in identifying, assessing and providing support for children with special needs. Advice is sought and acted upon from a range of agencies within Children's Services, the Health Service and Outreach Support.

14. Allocation of Resources

The SENCo, alongside the Head teacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision, including the provision for children with statements of special educational needs or Education Health Care Plans.

The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been utilised.

15. Transition

The SENCo will work alongside the Y6 teachers to help prepare children with SEND for secondary school and ensure that all relevant information is transferred for the movement from Y6 to Y7.

Whenever a child moves to another school all relevant information will be passed to the new school. Additionally when a child with SEND comes to Larkhall all staff concerned will be informed and all relevant information will be shared.

Children with SEND will receive additional preparation for Secondary School by taking part in a 'transition project' with peers run by a school member of staff and where possible additional

visits to their Secondary school will be undertaken and / or members of staff from those schools invited into Larkhall.

16. Complaints Procedures

Should parents or carers have a concern or complaint regarding the provision for a child with SEN this should be brought to the attention of the SENCo either by calling the school to arrange a meeting, or contacting the SENCo directly using the details at the top of the report. Every effort will be made by the SENCo to resolve any concerns held by a family. Should a parent or carer still have a concern after speaking with the SENCo, they should then approach the Head Teacher. If still unsatisfied, parents and carers can contact Mark Peters, Chair of Governors.

Accessibility Plan

Larkhall Primary Campus strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

We aim to uphold UNICEF Convention on the Rights of Children Article 23 (A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability).

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry our normal day-to-day activities”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect of pupils’ everyday lives.

We recognise:

- Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)
“It is unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”

- Schools and LEAs must:
 - Not treat disabled pupils less favourably; and
 - Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment” duty)

- That Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, inductions loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs any may be provided through the SEN framework. The accessibility strategies and plans will help to

ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- SEN Information Report

Aims

Larkhall Primary Campus aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities

- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

Monitoring

Larkhall Primary Campus recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy and Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection and recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils - Issued to all schools in June 2002 (DfES Publications)

Schools Disability Code of Practice - Disability Rights Commission (DRC)

SEN Code of Practice - DfES

DfES Guidance on Inclusive Schooling - DfES

National Curriculum 2000 Inclusion Statement - DfES

DfEE: Access for disabled people to school - The Stationary Office buildings (BB91)

Useful telephone numbers:

Disability Rights Commission
0207 828 7022

DRC Helpline
0845 622 633

DfES Publications
0845 60 222 60

Ofsted Publications
020 7510 0180

QCA 021 8867 333

Policy agreed by Governors December 2022