



## **SPECIAL NEEDS POLICY**

### **Aim**

At Landscape Primary School we aim to meet the individual needs of each child to ensure all pupils are able to access the same opportunities for learning and social development.

### **Rationale**

We aim to work in an inclusive way, recognising that this does not mean that we treat everyone exactly the same thus supporting equality of opportunity. We believe that all teachers recognise the importance of identifying and providing for children with SEND who they teach, while understanding that partnerships with parents and carers play an essential role in supporting their child's education. We aim to make sure that wherever possible we meet the needs of children at both ends of the Special Needs Spectrum. This is pre-dominantly done through quality first teaching. We value the importance of the child within this process and aim to involve them as actively as possible e.g. knowing and setting their own targets. This will be done in different ways based on the age of the child. Children with SEND join in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for.

### **Inclusion**

Landscape is an inclusive school. We ensure that our pupils are included in all aspects of learning and school life throughout the Foundation stage, KS1 and KS2. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class. Teaching is therefore adapted in many ways to suit the varying needs of individuals and groups within the class, e.g. changing resources, varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology etc.

Children have the entitlement to a broad and balanced curriculum, which is differentiated to enable all to experience feelings of success and achievement. At Landscape we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure that we meet the learning needs of all pupils.

### **Guideline**

The school will have regards to the Special Educational Needs Code of Practice 2014 when carrying out its duties towards all children with SEND and ensure that parents and carers are informed by the school that SEND provision is being made for their child. This will be a shared process and parent/child will be involved in the decision making process.

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or

(b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Role of the SENDCo**

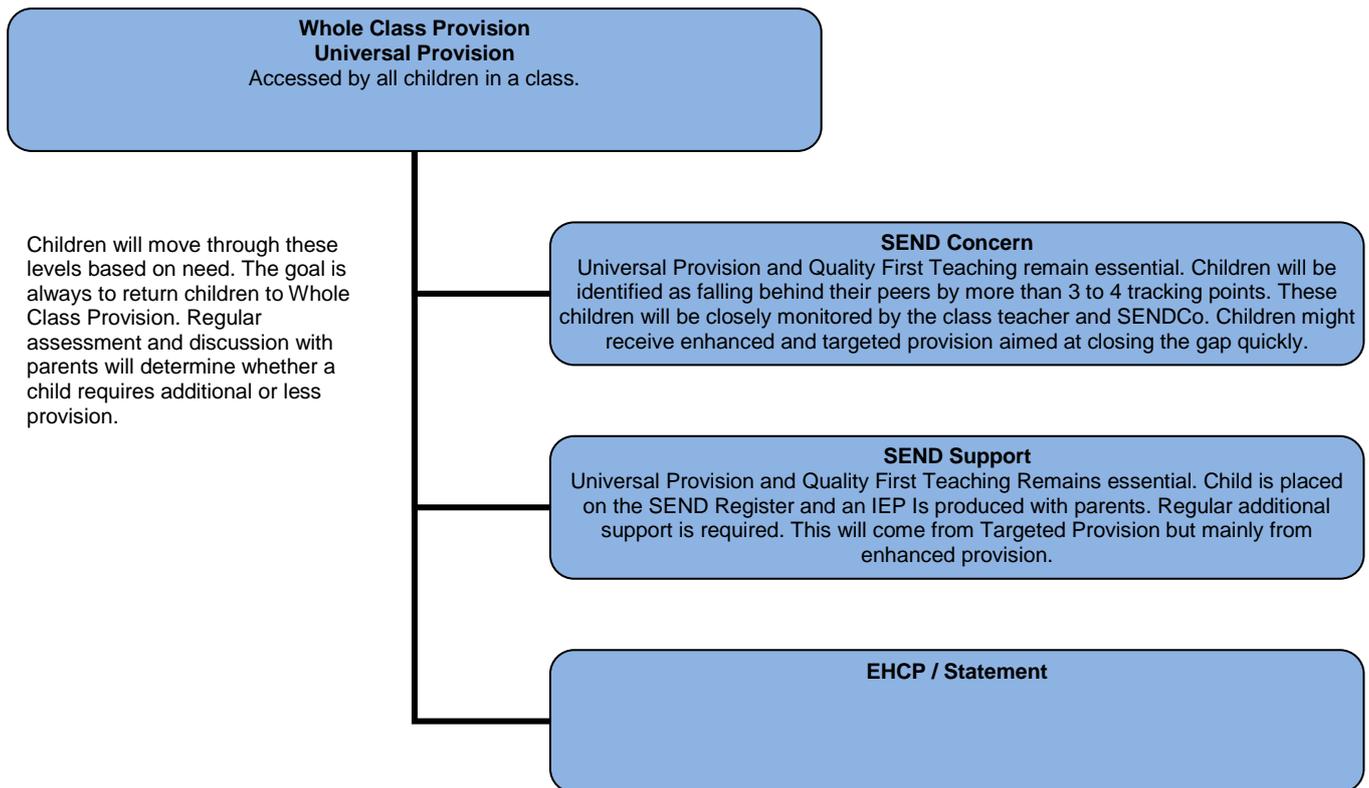
The SENDCo co-ordinates SEND provision across the school in line with this policy. They are responsible for overseeing the records of children with SEND in the school, liaising with parents/carers of children with SEND, liaising with external agencies and providing support and guidance to other members of staff when necessary. The SENDCo is involved with managing and supporting teaching assistant's work with SEND children. The SENDCo will be supported by an Assistant SENDCo who will take responsibility for aspects of SEND provision and also undertake many of the referrals and administrative tasks.

### **The Governing Body**

The schools governing body has a nominated governor for SEND who regularly links with the SENDCo to be aware of relevant issues and offer support. The school leadership team and governing body will be jointly responsible for the development of the schools Accessibility Plan.

### **SEND at Lanscore**

See flow chart on the following page



## Identifying Need

The school tracks the progress of children to ensure that teaching is effective for each individual. Teacher observation, parental observation, lesson observations, SATS, school-based assessment systems and any specific in class assessment will be used to trigger a concern. This data is recorded with the school pupil tracker software (SPTo). Teachers and headteacher are able to send a concern to the SENDCo for further analysis. The SENDCo will use the facilities within the programme to identify underachieving children and will raise this with the appropriate class teacher.

Teachers will use a range of general strategies before raising a concern. It is important that all children receive daily quality first teaching from their class teacher, supplemented by good quality focussed small group/one to one support. If the child is not responding as expected or is having difficulties with their learning or behaviour, then the teacher will raise a concern using the registration of concern form. Parents, the school SENDCO or an outside agency may also raise a concern. If relevant, all parties involved will meet to discuss possible interventions and timescales.

Children are identified as having a need in one (or some) of the following;

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

## Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest

themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### **Communication and Interaction needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### **Sensory and/or Physical needs**

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

### **SEND Concern**

Where a child shows some of the following, a SEND concern may be raised;

- Despite receiving differentiated learning opportunities the child has shown little or no progress even when teaching approaches have been specifically targeted,
- They might have shown signs of difficulty developing literacy or maths skills which have resulted in poor attainment in some curriculum areas
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties.
- They are falling behind expectation in spite of good quality first teaching.

A child identified as SEND concern does not yet go on the register. These children might require different learning materials, individual or group support or special equipment. The SENDCo and class teacher will monitor the progress of these children closely. If a child makes good progress towards expected levels of attainment, the child will no longer be an SEND concern. If no progress is made or concerns remain, then the school will look for additional support from outside agencies to continue meeting the child's needs.

### **SEND Support**

#### **Assess, Plan, Do and Review**

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place.

**SEND Support** will be initiated when the SENDCo and colleagues, in consultation with parents, take a decision to place a child on the school SEND register. This will be because the child is significantly below expectation, has been identified as having a specific SEND or when an outside agency assessment results in a programme of work. The school will work closely with a range of groups and agencies to identify and manage children at SEND level. These groups might include Educational Psychology, Health (including CAMHS, school nurse, speech and language therapy, health visitors), behaviour support and a range of Advisory Teachers.

This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Pupil Progress Meetings.

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## Graduated Response

### Assess

- In identifying a pupil as needing **SEND support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The triggers for SEND Support could be that despite receiving support under the direction of the class teacher, and not making adequate progress while on SEND Concern, the child may be;
  - Making little or no progress in specific areas over a long period of time*
  - Working at a level substantially below that expected of children of a similar age showing difficulty with developing Numeracy and Literacy skills*
  - Demonstrating emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme (IBP)*
  - Showing sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service*
  - Having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.*
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on an IEP. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the IEP.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

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## Plan

- Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an IEP with a date to review the plan. The date for review will depend on the level of need present.
- The IEP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the IEP will be reviewed. A copy of this will be stored in pupil's SEND file
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. This will be recorded on a costed Provision Map.
- The IEP will involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the IEP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- This will be discussed with the parents/carers at the first IEP meeting, where a signature will be provided recognising that their child is to be placed on the SEND register. (Parents/carers will have already been involved in the assessment of need.)
- **So, if it is agreed that a pupil requires SEND support, all parties meet and develop an IEP detailing the support which will bring about the next part of the cycle –**

## Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to the writing of the child's IEP.**

## Review

- There will be a review of the IEP. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend the review.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain further involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

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## Exit Criteria

When a pupil has made sufficient progress in their area of need, the pupil will be removed from the schools SEN register. This will be done through discussion and agreement with parents/carers and will mean that they no longer require any additional provision.

### **Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the IEPs, alongside other school based documentation, will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress, additional information is sought and appropriate action taken.

### **Individual Educational Plan (SEND Support and Statement / EHCP)**

**The Individual Education Plan only records that which is additional to or different from the differentiated curriculum.** IEPs will be written and reviewed at key points in the academic year.



The IEP for the new academic year will be written in June. This will ensure that when a child moves up into a new year group, an IEP has already been written and established. As well as the IEP, the former class teacher will pass all SEND information on to the next class teacher, this will occur during a meeting at the end of the year. Files, containing all of the SEND information, will be passed on between the teachers.

### **Working closely with Parents**

At Landscore, close links with parents are an essential part of all SEND work. Parents are consulted when their child is placed on the SEND register and discussions occur about how best to meet their child's individual needs.

### **Involving the Child in the Process**

Where relevant, children will be involved in discussion around their IEP. All children on IEPs will have their targets shared with them and they will evaluate their own progress against these targets as part of the IEP review.

### **Behaviour**

When a child is identified with SEND concern for behavioural reasons, the school follows the agreed whole school Behaviour Policy. If it becomes clear that this is not adequate for a child, then an **Individual Behaviour Plan** will be established. Personal and Social development of these children, as with all other children, is supported by PSHE and Citizenship. The school is aware of the importance of not labelling a child negatively with regards to their behaviour and are always looking to ensure that opportunities for positive reinforcement are taken whenever possible.

#### **Individual Behaviour Plan**

The Individual Behavioural Plan (see Behaviour Policy) will be an additional measure to deal with children whose behaviour lies outside of the normal whole school rewards and sanctions. The plan will be set up in consultation with the class teacher, SENDCo, head teacher and parent. It will allow the school to have an agreed policy for a particular child, which may not match that of their peers. The policy will consist of;

- A description of the behaviour difficulty
- A maximum of three behaviour targets agreed with the child
- An agreed whole school description for dealing with behavioural concerns
- A clear criteria for success which the child is aware of at all times
- Rewards and Sanctions
- Any additional action that needs to be taken, which might include consultation with outside agencies e.g. behaviour support.

### **Transition to Secondary School:**

An initial meeting will occur at the Year 5 Annual Review held in the autumn term. When the child goes to Secondary School the SENDCo from both Landscore and the secondary school will meet prior to the child's visit to support a smooth transition for the child. Contact will also occur with the transition co-ordinator and the relevant year head. Additional visits may be arranged which will enable the SEND children in year 6 to make contact with a member of staff who will help to act as a point of reference for the child. They may also be invited to another visit in addition to the one taken by all of the Year 6 children. Transition plans are established

with the identified secondary school and a range of interventions are put in place depending on the need of the child. We work closely with the local secondary schools to ensure that the transition is as smooth as possible for the child.

## **Contacts**

If your child has a disability or a Special Educational need and you would like more information about what we offer at Landscore, contact us on 01363 772018 to arrange a visit, visit the school website <http://www.landscoreprimary.co.uk/> or email us at [admin@landscore-primary.devon.sch.uk](mailto:admin@landscore-primary.devon.sch.uk)

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