



Larkholme Primary School

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Special Educational Needs and Disability Policy 2022- 2023

Sections covered in this policy are:

1. Definition of Special Educational Needs
2. Staff in school who work with pupils with Special Educational Needs and their Parents.
3. **Identifying when a pupil has special educational needs.**
4. The ways in which we identify pupils have special educational needs.
5. The provision we make for children with Special Educational Needs.
6. The Special Needs Register and the **kinds of SEN that are provided for**
7. Education and Health Care Plan.
8. The Local Offer.
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17. Monitoring and evaluation of SEND
18. How we deal with complaints.
19. Where to find out further information.

Appendix i

Appendix ii

SENDCo: Ms Zoe Perkins (z.perkins@larkholme.lancs.sch.uk)

SEN Governor: Debbie Moore

The Vision for Our School:

Larkholme Primary School is an inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

Purpose of policy:

To outline the special educational needs provision for pupils at Larkholme Primary School

We aim to:

- Ensure sure that the arrangements made for pupils with special educational needs comply with with the requirements in **section 69 of the Children and Families Act 2014, the SEN information' specified in schedule 1 of SEN and Disability Regulations 2014, Equality Act 2010 and the SEN and Disability Code of Practice 0-25 years (particularly paragraphs 6.79 to 6.82)**
- Value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- Ensure that all our pupils are involved in decisions made about them and their education.
- To ensure that we involve our parents in school life and keep them informed about their children's progress.
- Support children who are looked after by the local authority and have SEND

1 Definition of Special Educational Needs:

'Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

For the purposes of this policy SEN does not cover gifted and talented children. This is dealt with by a separate policy.

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

2 Staff in school who work with pupils with Special Educational Needs and their Parents:

All teachers in school teach pupils with special educational needs. The following people have particular responsibilities:

- **The Head Teacher and SENDCo** - ensure that the school's provision for children with additional needs is met and that children's progress is evaluated on a regular basis. The SENDCO meets with the SEN Governor on a regular basis to discuss programmes of support and individual needs.
- **Family Learning Mentor** – works with individual and groups of pupils with SEN.
- **SEND Governor** - monitors and evaluates provision and reports to the governing body.
- **The Pastoral Team** – support specific children (and their families) who experience barriers to their learning due to difficulties with learning, punctuality, absence, family trauma, challenging behaviours etc.
- **Class Teachers** - provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENDCo any child that may be causing concern and are responsible for reviewing and updating children's SEND plans on a regular basis.
- **Associate Staff** - provide specified support and carry out planned programmes of work according to individual children's SEND plans.
- **Midday supervisors and other ancillary staff** - are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

SENDCO Responsibilities

- Overseeing the daily operation of the school's SEND policy
- Liaise with the Designated Teacher where a looked-after child has SEND
- Advise on a graduated approach to SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of SEND children effectively
- Liaise with parents of pupils with SEND
- Liaise with early years providers, other schools, Educational Psychologists, specialist teachers, health and social care professionals and other independent voluntary organisations

- Be a point of contact for the Local Authority and Local Authority Support Services
- Liaise with potential next providers of education to ensure that the child/young person and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body so that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that all records of pupils with SEND are kept up-to-date

3 Identifying when a pupil has special educational needs: See flow chart below appendix i

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a Special Educational Need. After a discussion with their child's teacher they are asked to sign to acknowledge that their child has been placed on the special educational needs register, and their level of need.

4 The ways in which we identify pupils have special educational needs are:

a. Before a child starts at the school:

Our Early Years Leader and SENCO visits children at nursery to talk to the nursery leader and identify any concerns they may have.

b. In school:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools used including P scales where appropriate
- Information passed on from previous provision
- Information from parents

The class teacher will complete a concern form which is emailed to the SENDCo and the family learning mentor to triage. The SENDCo will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

c. Children who enter mid-year or after the Foundation stage:

- SENDCo liaises with staff from previous school.

- All paper work is transferred on admission of a pupil with SEND
- CPOMS data transferred.

5 The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs or disabilities they may have. This is evaluated regularly in order to ensure effectiveness.

We support pupils with special educational needs by:

- Specially prepared learning materials
- Ensuring adaptations are made to the curriculum and learning environment in order to make the curriculum accessible
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Deployment of Family Learning Mentor
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Assisted communication
- Using specialist intervention programmes
- Social skills programmes
- The role played by school in social services' assessments
- Specialist training for staff
- Seeking support and involvement from Outside Agencies

6 Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria we use to identify children as having a special Educational needs is detailed below:

- A child is **working significantly behind their peers** and not making adequate progress (Cognition and Learning)
- A child who has **Social, Emotional and Mental health difficulties** (SEMH)
- A child has a **medical diagnosis of a condition** that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress. This includes **visual, hearing and physical impairments** (Physical or Sensory).

- A child is having difficulties with their **Communication and Interaction**. (Includes Speech and language and autistic spectrum disorders).

All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child need targets in addition to the targets already in school which address their specific Special Educational Needs, then they may be given a Support Plan.

The targets on the Support plan are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime limited

Parents/carers are involved in putting together this plan and in reviewing it at least two times a year.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEN register following the criteria described in section 1 (The definition of Special Educational Needs).

7 Education Health Care Plan (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Following Statutory Assessment an EHC Plan will be provided by Lancashire County council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from the preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review process enables provision for the pupil to be evaluated and, where appropriate, for changes to be put into place, for example, reducing or increasing levels of support.

Further information for an Education Health and Care Plans can be found via the SEND Local Offer.

8 Local Offer

Larkholme's local offer informs parents of what special educational needs support they can expect if their child attends the school (a copy of the school's local offer is available on our website). For wider information, look at Lancashire's local offer which is available at:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

9 External Agencies

Other external agencies who may become involved with SEND pupils include:

- Educational Psychologist
- SEND – Special Educational Needs and Disabilities services
- Social Services
- School Doctor/School Nurse
- Family GP
- Speech and Language Therapist
- Occupational Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Stepping Stones Outreach
- Police

The SENDCO or specialist teachers from SEND may carry out diagnostic tests to gather more information as to the child's difficulty. Parents will be informed of any outcomes.

10 Record Keeping:

We record all the steps taken to meet pupil's special educational needs via CPOMS (Child Protection Online Monitoring System). The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had
- Personal Profiles
- The child's own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language reports, Paediatric reports.

11 Assessment

We regularly assess and review all the children on the SEN Register. This information is then used to inform the SEND Support Plan targets. Children's progress is also monitored and analysed by the Class Teacher and SENDCo. Pupil progress meetings take place between the SENDCo and class teacher when appropriate.

We also have other tools we use in school to assess children. These include:

- PiVATS (PScales)
- GLA Dyslexia and Dyscalculia Portfolio
- NNAT
- SNAP

We also use outside agencies such as EP, Specialist teacher in order to review progress which will inform EHCP Annual Reviews. Children are consulted on "what works best" for them in order that they are involved in their education.

Special arrangements in tests

Children who have SEND may qualify for special arrangements during the Year 2 and Year 6 SAT tests. These may include extra time, a scribe, working in a small room with fewer distractions, a reader etc. The assessment leader, teacher, SENDCO and Headteacher decide which children qualify for these arrangements.

12 Admission arrangements

Larkholme Primary School believes that the admissions criteria should not discriminate against pupils with SEND and must prevent disabled pupils from being treated less favourably than other pupils. The school has due regard for the practice advocated in the Code of Practice. Pupils with SEND will be admitted in line with Lancashire's admissions policy. Preschool liaison with nursery schools allows SEND issues to be raised and pre-school induction allows parents to voice any concerns they may have with their child.

Transition

In order that all staff are aware of the needs of the children in their class, the SENDCO arranges meetings with relevant staff members to discuss these during the summer term which allows staff members working with the SEND children to be ready for the new school year. Transition between key stages often involves the child with SEND meeting his/her new teacher and TA before the New Year starts. Discussions and transition meetings may be held with the parents to discuss concerns etc. When a child moves to a different school, including a transition to high school, the SENDCO discusses the needs with the new SENDCO and passes any relevant information to the new school.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Pupils with serious medical conditions will have a care plan written in conjunction with the child, parents and medical professionals where necessary. These are updated on at least an annual basis and copies are kept by the school, the parents and the school nurse. The policy for supporting pupils with medical conditions is currently being updated.

13 Accessibility plan (see appendix ii)

At Larkholme Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Larkholme Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Larkholme Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Disability Equality Scheme
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

14 Consulting with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. We ensure delivery of information about their child is within a reasonable time taking account of the pupils' disabilities and any preferences expressed by them or their parents.

In our school we involve parents with:

- Review meetings for more complex SEN children or on request or when appropriate for other children on the SEN Register
- Sharing information through the SEN section on the website.
- Parents evenings
- Acting as voluntary helpers
- Providing breakfast and after school clubs for pupils
- Developing an 'open door' ethos towards parents which welcomes and values their views
- Linking with Parent Partnership Services and relevant voluntary organisations.

15 Consulting with Children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their target setting.
- Enable pupils to express their feelings about how their needs are being met.
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies.
- Encourage pupils to become involved in the wider life of the school
- FLM and SENCO meet with child and parents termly to discuss progress or concerns
- Children in regular pastoral sessions with FLM in order to express concerns or develop confidence and self esteem

16 Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development.

The staff are encouraged to attend courses that help them acquire the skills needed to work with SEND pupils. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed and identified.

TA requirements in supporting pupil needs will be considered frequently and training will be given by the SENDCO when required.

The school's INSET needs will be included in the School Development Plan and staff members performance management needs.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends Lancashire's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

In-house training

Bespoke pupil support

Visits to/links with other schools, including special schools

Training arranged through the family of schools

Attendance at externally provided training events

Participation in accredited training opportunities

17 Monitoring and Evaluation of SEND

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents (via a parent questionnaire)
- Pupils
- School Governors
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND Disability and Accessibility policy and this will be analysed carefully through:

- Consideration of individual evidence for the success in meeting targets set on Support Plans and Education Health and Care Plans
- Scores achieved on standardised tests
- The work in pupils books
- Pupil interviews
- Evidence generated from review meetings with parents and pupils
- Records kept by teachers/TAs/SENDCO
- Progress shown on the school tracker
- Information from external services

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Reviewing the Policy

The school considers the SEND policy document to be important, and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The policy will be reviewed annually.

Date for review: September 2023

Storing and Managing Information

Documents relating to special educational needs will be held securely by school. The confidentiality policy will also be adhered to.

18 How we deal with complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is on the school website.

19 Information, advice and support

If you live in Lancashire you can get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team.

There is also a range of [other organisations](#) who provide free information, advice and support such as helplines, email, face-to-face support, legal advice and tribunal representation.

(IAS) Team

The service is free, impartial, and confidential. It can help parents to gather, understand and interpret information and apply it to your own situation and can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

The IAS Team was previously the SEND Information Advice and Support Service (SENDIASS) and the Child and Family Support Team. You may also have heard of the Parent Partnership Service which SENDIASS replaced in 2014.

Other sources of information, advice and support

[Advocacy focus](#) - provide advocacy services in Lancashire and can help you be your own advocate.

[The Advisory Centre for Education \(ACE\)](#) - independent advice around education for parents/carers of children aged 5-16 in state schools in England.

[Children's Education Advisory Service](#) (CEAS) provides impartial advice about the education of service children.

[Civil Legal Advice \(CLA\)](#) – you might be able to get free and confidential advice from CLA as part of [legal aid](#). This includes advice on education law matters, SEN, discrimination and judicial review (for example for children not receiving education or unlawful exclusions).

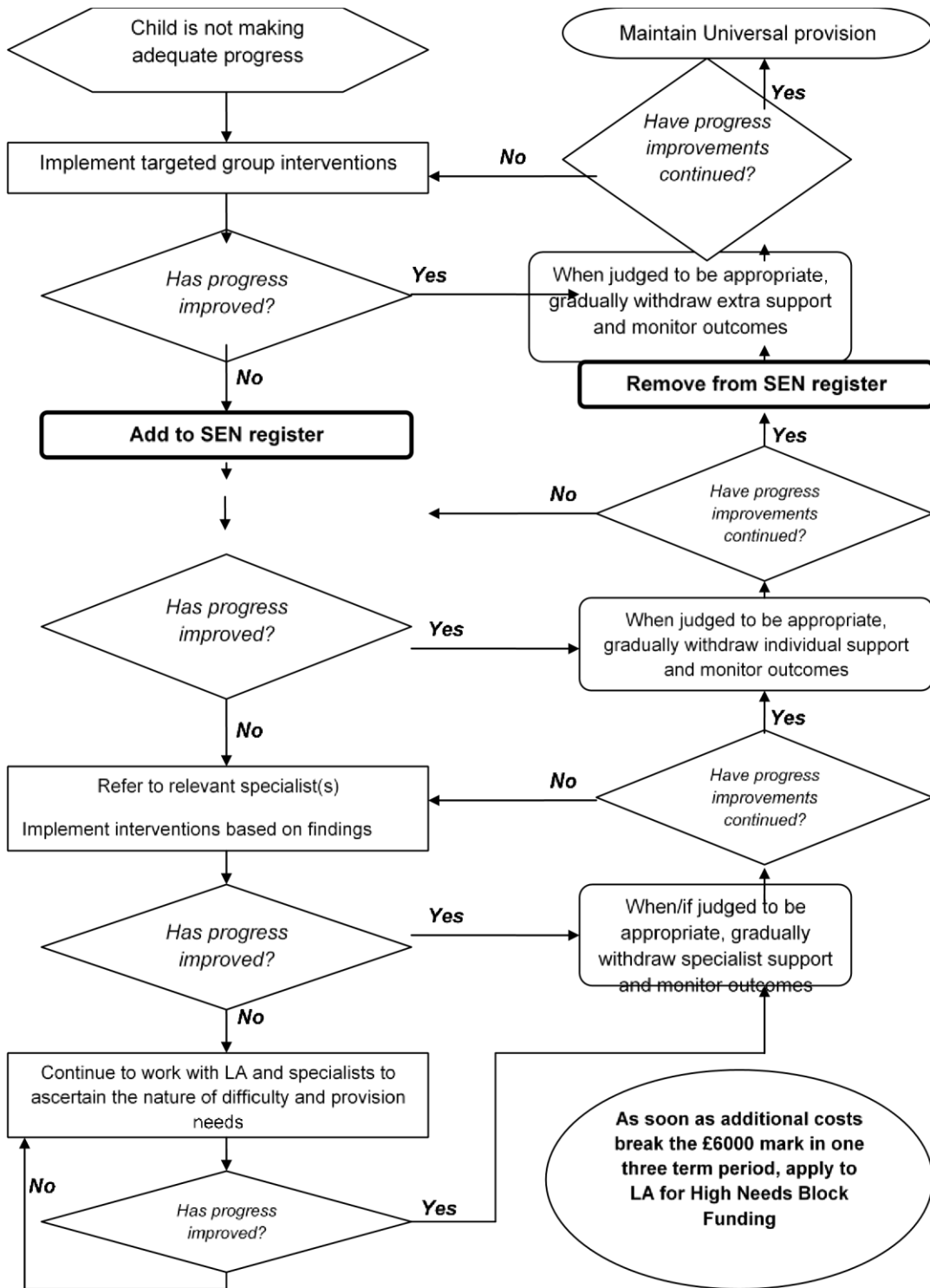
[Contact](#) – supports families with disabled children with advice and information to get the right support. Brings families together to support each other, and helps families to campaign, volunteer, and fundraise. In addition, offers face-to-face support, workshops and training in some regions.

[IPSEA](#) - Independent Parental Special Education Advice, a charity that offers legal advice, support and training to ensure children and young people with SEND access the right education. They also offer tribunal representation.

[National Autistic Society](#) - a charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism. Includes education, health, social care, benefits, housing and transition support (school to adult life).

[SOS SEN](#) - A national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system. They offer face-to-face support, tribunal representation and parent workshops.

Appendix i



Appendix ii

Accessibility Plan: November 2022

Issue	Action	People/Resources and any timescales	Success Criteria	Monitoring method: Who? How?
Two-storey school – access to the first floor for those unable to use the stairs. Lift in place.	Lift access to all floors with safety controls. To be checked for safety regularly.	Annual Service contract	Lift and controls in operation	Bursar
Disabled toilet available with electronic bed available for children with disabilities.	Named staff are trained and available for pupils to use the toilet and changing facilities.	Named staff members.	Pupil able to access disabled toilet	EYFS
Access to building – some entrances and exits have steps.	Plan an alternative route for anyone requiring non-step access.	Whole staff Headteacher Governors – Buildings and grounds Committee	All pupils can access the whole school building	Headteacher Governors – Buildings and grounds Committee
No unauthorised access to the building.	Outside doors need a card reader to gain access or have no outside handle and can only be opened from the inside.	Whole staff Headteacher Governors – Buildings and grounds Committee	No unauthorized access to pupils or school building	Headteacher Governors – Buildings and grounds Committee

Raise staff awareness of disabilities issues whenever appropriate (1).	<ul style="list-style-type: none"> • School to seek advice from experts. • Consider the needs of specific pupils, both for school and off-site activities 	<p>LA Health authority Disability Rights Commission All school staff</p>	<p>Teachers and TAs aware of issues. Detailed information and support available and passed on by</p>	<p>Headteacher SLT SENCO Class Teachers TAs Other nonteaching staff</p>
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			staff.	
Raise staff awareness of disabilities issues whenever appropriate (2).	<p>Promote disability equality via:</p> <ul style="list-style-type: none"> • Staff meetings • PSHCE lessons • Assemblies • Celebrating difference 	<p>Whole staff</p>	<p>Increased whole school awareness of disability issues</p>	<p>SENCO All staff</p>
Ensure class environment enables access for all pupils.	<ul style="list-style-type: none"> • Consider furniture layout • Consider the heights of tables and chairs • Make sure there is adequate space for movement around the room • Consider appropriate equipment is available 	<p>Class Teacher SENCO Advisors for children with SEND</p>	<p>Classroom is fully accessible for all pupils.</p>	<p>Headteacher SLT Class Teacher SENCO Advisors for children with SEND</p>
Ensure all school trips and residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning • Advance visits • EVOLVE form and risk assessments • Parental involvement 	<p>Visit leaders Educational Visits Leader Headteacher SENCO</p>	<p>School trips and residential visits are accessible for all pupils.</p>	<p>Visit leaders Educational Visits Leader Headteacher SENCO Feedback from</p>

				pupils
Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> • Consider alternative communication systems • Consider the way information is presented to pupils • Consider the ways in which pupils can communicate 	All staff Subject leaders SENCO Advisors for sensory impairments and children with SEND	Curriculum is fully accessible for all pupils	Headteacher SLT SENCO

	their ideas			
School policies make reference to provision for pupils with difficulties and disabilities	Policies include this information.	Whole staff Subject Leaders Advisors	Policies include provision for pupils with difficulties or disabilities	Headteacher Subject Leaders

