



SCHOOL: LAMBS LANE PRIMARY SCHOOL

POLICY TITLE: **SPECIAL EDUCATIONAL NEEDS POLICY**

REVISED: November 2020

NEXT REVIEW DATE: November 2021

APPROVED BY : Full Governing Body

(based upon the WBC model policy)

Review Date:	Changes Made:
November 2019	<ul style="list-style-type: none">• 'Good to be Green' now Trackit Lights.• Information added re Creed• Section 11 now reflects current practice.
November 2020	<ul style="list-style-type: none">• Link to local offer added• Change to name of Inclusion Manager• Removal of information regarding Exceptional Needs Funding

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Introduction

'Lambs Lane School is a diverse problem-solving organisation with a common mission which responds to all individuals. We believe that inclusion is not about place: inclusion is participation, a sense of belonging, removing barriers to learning and involvement.' (Lambs Lane School Inclusion Statement)

This document sets out how Lambs Lane Primary School provides support to ensure that children who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Lambs Lane Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

This document should be read in conjunction with the school's Local Offer:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=W28wcGsQN2k&familieschannel=311>

Background

The Children and Families Act 2014

This Children and Families Act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Lambs Lane Primary School, we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEN,
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation,
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly,
- publish information on SEND funding and provision and monitor expenditure,
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan,
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...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'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at

Meeting special educational needs in Lambs Lane Primary School

1. What needs can the school meet?

Special educational provision is that which is additional to or different from that made generally available for other children of the same age. Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need:

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

At Lambs Lane Primary School, we ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

Children who are potentially vulnerable may fall into one or more of several different categories, including

- Children with Special Education Needs (SEN)
- Children with a physical disability
- Children who may be gifted and talented (G&T)
- Children with English as an additional language (EAL)
- Looked after children (LAC)
- Adopted children
- Children eligible for free school meals (FSM)
- Children from ethnic/religious minorities
- Children from socially disadvantaged families
- Children from travelling families (GRT)

In addition to normal mainstream provision, Lambs Lane is resourced to meet the needs of 10 children with complex needs. These children will be admitted through the LA SEN Panel and will generally have needs in more than one of the above areas. Lambs Lane will work with parents and external specialists to plan and deliver learning alongside their peers and/or an individualised curriculum as appropriate.

The aim of the Resource is to educate pupils with complex needs alongside mainstream pupils in line with their EHCPs. The pupils admitted to the Resource are integrated into class groups with their peers where possible, or taught individually or in smaller groups as appropriate for parts of the day. The provision is for ten children.

Through Annual Reviews and Individual Provision Plans, targets are reviewed and set ensuring that all aspects of a pupil's provision are being adequately met. Care

plans refer to the provision of physiotherapy, occupational therapy and speech and language therapy, where necessary Risk Assessments are produced.

The school is on one floor and all entrances are accessed via ramps. A hygiene room, equipped with a shower and changing bed, ensures privacy for toileting needs. There is a further disabled toilet for use by some of the children. A physiotherapy room provides space and equipment for 1:1 and small group sessions. A variety of PE and ICT equipment is available to ensure full participation in lessons. Adaptations to the building and improved resources allow us to cater for children with a visual impairment.

Children's learning needs are assessed on an individual basis and plans for content and delivery put in place accordingly. These will be reviewed regularly by the class teacher, Inclusion Manager, and parents to meet changing needs, following advice from specialists involved.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school, we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

For all pupils we identify need through:

- Conversations with parents
- Liaising with previous settings
- On-going assessment and monitoring of progress and attainment of all pupils in line with the assessment policy
- Communication between class staff, Inclusion Team, Head and parents
- Observations and assessments carried out by the Inclusion Team and outside agencies

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's Inclusion Manager,
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff,

- where behaviour is an area of concern we use an Individual Behaviour Plan,
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions,
- we provide support which may include differentiation, additional programmes, small group and/or individual support,
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group,
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer,
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved,
- where assessment indicates that specialist services are required, we make referrals promptly, we draw up an Individual Provision Map. An example of which can be found in Appendix A

The Inclusion Manager Claire Carroll

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3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Lambs Lane Primary School, we demonstrate this by:

- discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Parents will be informed / consulted about ways in which their children are being supported through:

- Meetings with class teacher or Inclusion Manager
- Home / school books for parents unable to get into school regularly
- Individual Provision Plans devised termly
- Letters regarding intervention groups offered
- Parents evenings
- Annual reports
- Annual Reviews for children with a Statement of Educational Need or Education, Health and Care Plan

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children half termly
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Head Teacher
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- allocate a member of the Senior Leadership Team with a specific responsibility for these children (the Inclusion Manager)

4. Arrangements for consulting children with SEN and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made

At Lambs Lane Primary School, we consult all pupils through discussions with the child about their learning, reviewing targets and progress together and planning next steps.

In addition, where pupils have special educational needs we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing etc.,
- any interventions or strategies will be explained and discussed with pupils,
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment,
- SEN support reviews or Annual Reviews are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review,
- reviews are outcome focussed, reflecting what is important to, and for, the pupil.

5. How we assess and review progress

Each child's progress is monitored through

- On-going teacher assessments
- Standardised tests where necessary to give standardised scores and comparative ages
- Progress against national expectations and/or individual targets
- Provision mapping and pupil progress meetings
- Conversations between parents, teaching staff, the Inclusion Manager and outside agencies as appropriate
- Footstep assessment tool for complex needs

At least termly, information gathered through the above methods is used to review the impact of provision and plan next steps. Parents / children on SEN Support or with Statements / EHCPs will be involved in termly review meetings. See Appendix A.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pre-school pupils for life at Lambs Lane through:

- Home visits – opportunity for parents and school staff to gather information
- School visits - including time with new staff in classroom context and lunchtimes
- Parents information session
- Liaison with pre-school settings

We support children in moving through the school by:

- Class visits
- Opportunities to familiarise themselves with staff and peers in the new class
- Sharing of information between past and future staff
- Parents information session

And for Year 6 children moving on to Secondary School we liaise closely with receiving schools to ensure as smooth a transition as possible, sharing information

and providing opportunities to visit the school and meet with peers also going to the same school.

For pupils with special educational needs, or other vulnerable pupils, we may also make additional transition arrangements according to individual needs – photo booklet, additional visits, meetings with outside agencies involved, attendance at Annual Review meeting etc.

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all Local Authorities to set out a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.

Wokingham's Local Offer can be accessed on

<http://info.wokingham.gov.uk/kb5/wokingham/info/home.page>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.

At Lambs Lane Primary School, we aim to balance meeting a child's needs with support to develop their independence through:

- Appropriately differentiated teaching – styles, tasks and resources - taking into account children's needs and interests
- Appropriately targeted small group or individual support - either in class or in addition to this
- Visual time tables – whole class or individual
- Key workers identified for children with complex needs
- Outside agencies provide support for children with complex needs – Speech and Language, Occupational Therapy and Physiotherapy – alongside school staff
- Developing skills for independent learning

Strategies are put in place based on individual need, taking account of advice, support and resources from parents and external specialists. These may include:

- Specific differentiated activities
- Visual support including pictures, writing frames or word banks
- Visual timetables
- Reward systems

- ICT support
- Working walls
- Small steps with specific achievable objectives
- Multisensory approach to activities
- Learning breaks
- Additional / alternative resources provided to support individual needs
- Individualised teaching programmes for children with complex needs
- Consideration of the learning environment

The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

All staff –

We have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Inclusion Team -

- Nurture Assistant – Sarah Dunn and Sian Walker
Trained to deliver Nurture sessions
- Parent Support Advisor – Rachel Barnard
Working alongside other PSAs and professionals
- Inclusion Manager (includes the role of SEN Co-ordinator - SENCO) – Claire Carroll
- PG Cert - Special Educational Needs Coordinator – Reading University (completed December 2016)

The legislation requires that

- the SENCO must be a qualified teacher working at the school.
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- a National Award must be a postgraduate course accredited by a recognised higher education provider.
- schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our Inclusion Manager has responsibility in school for:

- with the head teacher and governing body, determining the strategic development of SEN policy and provision in the school,
- day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans,
- providing professional guidance to colleagues and working closely with staff, parents and other agencies,
- being be aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching,
- overseeing the day-to-day operation of the school's SEN policy,
- co-ordinating provision for children with SEN,
- co-ordinating provision for looked after pupils,
- advising on the graduated approach to providing SEN support,
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- liaising with parents of pupils with SEN,
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies,
- being a key point of contact with external agencies, especially the local authority and its support services,
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned,
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
- ensuring that the school keeps the records of all pupils with SEN up to date,
- Resource Unit places for children with complex needs. This includes their inclusion within the mainstream classroom as well as the personalised provision they may need throughout the day.

In order to carry out these duties effectively, as a school we ensure that the Inclusion Manager has sufficient time and resources to carry out these functions. This includes providing the Inclusion Manager with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEN respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches.

At Lambs Lane we set clear measurable targets for interventions where possible, then evaluate the impact of provisions at an individual level through half termly progress meetings and provision mapping. The Inclusion Team also evaluate the impact of group interventions across the school. The Inclusion Manager and

Office Manager work together to analyse whether this represents good value for money.
The Inclusion Manager reports on impact and funding to the Governors with responsibility for SEN.

10. Inclusive practice

Our aim is to teach lessons where all children are engaged and are happy and confident learners. In order to do this, we believe the following things are important in an inclusive classroom:

1) Challenge for all

All children need to be challenged in their learning through careful planning and differentiation, high expectations, personalised learning, individual target setting and appropriate scaffolding.

2) A range of teaching and learning styles

All children need an opportunity to learn in ways that work for them, and also to experience other methods. A variety of approaches within a lesson can improve pace, motivation and engagement. It is important to explore alternative methods of recording and sharing knowledge and understanding. Some children require specific adaptations and support for their learning.

3) Real life / purposeful tasks

All children need to see how their learning fits into the wider world and to understand the purpose of it to benefit fully. Motivation is increased if they can make links to their own lives.

4) Assessment for learning

All children can be involved in their own learning journeys with careful assessment using a range of strategies. If they understand the progress they are making and what the next steps are, they can lead their own learning more effectively.

5) Communication

All children need opportunities to talk to develop their language and vocabulary, expressive skills and to consolidate their learning. This could be with a talk partner, a small group, with the whole class or with an adult. Some children find verbal and oral communication difficult and benefit from the use of visual prompts and support to structure their learning.

6) All adults working effectively together

All adults need to share an understanding of the lesson aims and children's individual targets to support children effectively together. This requires good communication and sharing of expertise.

7) Consistent classroom routines

Classroom routines should be clear and followed by all to make access to learning as easy as possible for all children. This may require visual prompts, adult support or adapted resources for some children.

8) Consistent behaviour management strategies

Whole school systems of reward and sanctions give all children clear boundaries. All adults should be involved in implementing these fairly and consistently.

9) Effective learning environment

The classroom (and the school) should be an organised, uncluttered and well-resourced for the individual needs of the children. There should be areas of bright, colourful, engaging displays and also areas with minimal distraction for quiet learning.

10) Links with parents and the community

School is only a part of the children's lives and it is important that we work closely with parents and carers and look for opportunities to open up the community to ensure all our children are fully prepared for life after school.

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

We have access to a range of resources and equipment to allow children with physical difficulties to access practical activities such as PE, DT and IT. We also provide additional / alternative technology to support children in the classroom e.g. alternative keyboard or mouse, speech to text software. If necessary, we work with external specialists to meet a child's individual needs.

All children are included in out of school activities and trips, following risk assessments carried out in line with the Local Authority guidelines. Adaptations may be made or 1:1 support provided as necessary for children with additional needs. Parents will be consulted during the planning if necessary, and recommendations from the place to be visited will also be taken into account regarding facilities and accessibility.

Children will be prepared for their trip as necessary; strategies may include visual timetables and social stories.

When planning extra-curricular activities, the needs of SEN children are catered for, through the provision for a wide range of interests including art, sport, music, books, science etc. In order to ensure that children with physical difficulties have access to sporting activities if they wish, we provide a Boccia club.

11. The social and emotional development of our pupils

All children are supported to develop their emotional literacy, positive relationships with their peers and manage social interactions appropriately. Pastoral support is provided for all children through:

- whole class activities such as PSHE, RTime and assemblies,
- activities and support on the playground at break times
- clear expectations and procedures relating to behaviour - including school-wide Trackit Lights system, rewards and consequences and anti-bullying focus
- small group or individual nurture sessions around emotional literacy, relationships or changes,
- developing positive and trusting relationships with adults around the school
- opportunities for talk time or Counselling (through ARC)

SEND children may be particularly vulnerable with regards to their social and emotional wellbeing, so additional support is available, including:

- Specific interventions to develop emotional literacy e.g. Re-tracking, Anger Management programme, scaling, 5-point scale
- Sensory Diet and Alert Program
- Social stories used to develop social skills / understanding
- Additional adult support at unstructured times including lunchtimes
- Explicit teaching to develop social interaction
- Guidance implemented from outside agencies – EP / Foundry College / ASD support / Parent and Family Support workers
- Opportunities to develop a positive and supportive relationship with an allocated adult
- Close liaison between school staff and parents to share information
- Opportunities for children to share their views - through discussion, drawing, questionnaires, scrapbook etc.

It is recognised that bullying of children with SEND is a significant issue nationally and staff at Lambs Lane aim to ensure that this is not the case for our children through the strategies above, and where necessary explicit teaching and intervention.

12. Working with other professionals and practitioners

At Lambs Lane Primary School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value
- value the contribution of all

- engage with local authority services in a timely and professional way

Outside agencies we work with at Lambs Lane include:

- Educational Psychologist (EP)
- Learning Support Service (LSS)
- Foundry College (Behaviour support)
- ASSIST (Autistic Spectrum Condition support)
- Outreach support from Addington Special School
- CAMHs (Children and Adolescents Mental Health Service)
- Speech and Language Therapist (SALT)
- Physiotherapist
- Occupational Therapist (OT)
- Sensory Consortium
- Parent and Family Support Workers
- Parent Partnership
- School Nurse
- Educational Welfare Officer (EWO)

We attend a termly School Planning Meeting involving EP, LSS, CAMHs, Parent and Family Support, Behaviour Support and EWO to look at the needs of individual pupils, staff training and effectively tailoring our provision. We also run termly surgeries with the EP, LSS and ASSIST where teachers can discuss the needs of individuals.

We have an allocated physiotherapist, OT and SALT who attend the school weekly to work with children with a high level of need, and who also will review and provide advice for other children.

Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact their class teacher or the Inclusion Manager.

If this does not resolve the situation, then parents should arrange to meet with the Head Teacher. Complaints may be taken to the Chair of Governors if it is felt that the school is not dealing effectively with the issue. Please see the school's Complaints policy for further detail.

How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet

the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25.

When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral, all local authorities are expected to consider whether there is evidence that, despite relevant and purposeful action to identify and meet needs, the child has not made expected progress (CoP, 2014)

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals

- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated

See Below - Appendix A: Sample paperwork for use with children at SEN Support with Statements / EHCPs

Appendix A – Individual Provision Plan

Lambs Lane Primary School - Individual Provision Plan

Pupil		Category:	SEN Support/ EHCP PD / ASD / SALT	Year group:	
Other Professionals involved	Educational Psychologist/ Learning Support Service / CAMHS / Speech and Language Therapist/ Behaviour Support / Emotional Well Being Development Worker / Theraplay / Occupational Therapist / Sensory Consortium TAF / TAC / Family Worker / Primary Mental Health Worker/ Social Worker Health: Nurse / Paediatrician / Physiotherapist EAL: Equality Support Service Teacher			Safeguarding:	CIN CP LAC
Strengths				1:1 support: TA Support	Yes/No Yes / No/ Previous
Area of Need	Cognition & Learning	Speech, Language and Communication	Social, Emotional, Mental Health Difficulties	Sensory / Physical	
	Moderate Learning Difficulties Specific Learning Difficulty: Dyspraxia / Dyslexia/ Dyscalculia. Profound Learning Difficulties. Working memory	ASD; Social Communication/ Interaction difficulties. Speech (sounds) and language difficulties	ADHD / anxiety / attachment disorder	Cerebral Palsy / Visual Impairment / Hearing Impairment / Physical Disability / Multi-Sensory difficulties GERD, Hypermobility	
Provision adaptations made in class by T/ TA/ other	Small group SATs interventions SPAG/ Reading/Maths/Writing	Individual or Small group work with TA or class Teacher to start each lesson/ task	Help/ support with transitions. Daily/ weekly timetable Support with social communication and interaction JAC Yard, Theraplay	Specialist furniture, Sloped writing desk, chunky pencil, cushion, access to disabled toilet close by, resources provided by Sensory Consortium or Occupational Therapy, Toughbook, Wheelchair, Walking frame, Physiotherapy	
Support required:					

lunch/break times	
Medical Needs	

Autumn term (1&2) Targets Please collate evidence for each target (annotated/levelled work, test, pupil views, behaviours, evaluated planning)	Who	When	Resources/Provision (including resources for home)	Outcome To be completed before end of term or when target achieved if sooner
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:

Signed: Parent/carer(s) _____ Date: _____

Spring term (3&4) Targets Please collate evidence for each target (annotated/levelled work, test, pupil views, behaviours, evaluated planning)	Who	When	Resources/Provision (including resources for home)	Outcome To be completed before end of term or when target achieved if sooner
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not

				Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:
				Achieved/Partially Achieved/Not Comment: Action:

Signed: Parent/carer(s) _____ Date: _____

Summer term (5&6) Targets Please collate evidence for each target (annotated/ leveled work, test, pupil views, behaviours, evaluated planning)	Who	When	Resources/Provision (including resources for home)	Outcome To be completed before end of term or when target achieved if sooner
				Achieved/Partially Achieved/Not Comment:
				Achieved/Partially Achieved/Not Comment:
				Achieved/Partially Achieved/Not Comment:
				Achieved/Partially Achieved/Not Comment:
				Achieved/Partially Achieved/Not Comment:
				Achieved/Partially Achieved/Not Comment:
				Achieved/Partially Achieved/Not Comment:

Signed: Parent/carer(s) _____ Date: _____

One Page Profile

Important information about me:

Things I am interested in or I am good at:

Things I find difficult:

If I am stressed it helps if I can...

Things that help me to work well:

How I communicate (and any difficulties I have communicating):

My name is

How I need you to communicate with me to help me understand

How you can help me

When I'm stressed I...

Things that make it difficult for me to work well: