

# Lark Hall Infant & Nursery Academy



## Special Educational Needs and Disability Policy

### Policy Status and Review

<b>Date:</b>	January 2024
<b>Review Date:</b>	January 2025
<b>Signed by Governor:</b>	
<b>Date Signed:</b>	

### 1. Statement of Intent

This policy outlines the framework for Lark Hall Infant and Nursery Academy to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND. It will also outline and explain the roles and responsibilities of those involved in providing for pupils with SEND.

This policy reflects the SEND code of practice and aims to outline clearly the way in which staff and governors will deliver the code of practice within the context of Lark Hall Infant and Nursery Academy. At Lark Hall Infant and Nursery Academy, we are passionate about being an inclusive school that values each child's individual needs. We believe that building good relationships with our young people and their families is essential and that by working together, we can achieve the best outcomes possible for our children.

### 2. Legislation and Guidance

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- DfE (2023) 'Keeping children safe in education' [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

### 3. What do we mean by SEN?

The 2014 Code of Practice: 0 to 25 years defines SEN as:

*'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

At Lark Hall Infant and Nursery Academy, we value all of our children equally. Our SEN children are fully integrated into all areas of school life and their different needs are recognized and met through varied and flexible provision.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individuals or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the code of practice uses four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

### Communication and interaction

Children and young people 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 or they cannot understand what is being said to them, or 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 and young people with ASD, including Asperger's Syndrome and Autism, 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.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

### Social, emotion and mental health difficulties

Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such

conditions do not necessarily have SEN. These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

#### **4. Roles and Responsibilities**

*Any inquiries regarding a child's progress or provision should be directed to the class teacher in the first instance as they are the person that sees that child most regularly during the school day. If a parent or carer should require further assistance, appointments with the SENCo can be made by contacting the school office: [office@larkhall.staffs.sch.uk](mailto:office@larkhall.staffs.sch.uk)*

#### **4.1 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### **4.2 The SENDCO**

The SENDCO at Lark Hall Infant and Nursery Academy is Miss Laura Hill.

Miss Hill will:

- Work with the head-teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### 4.3 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head-teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 4.4 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## 5. SEN at Lark Hall Infant and Nursery Academy

Please see our SEND information report:

<https://apps2.staffordshire.gov.uk/scc/schooldetails/senddetails.aspx?SchoolID=140522>

This gives a vast overview of how our school best supports children with SEN and the things we offer which go above and beyond quality first teaching to ensure all children, including those with SEN, make progress and access sense of achievement.

## 6. Identifying Pupils with SEND and assessing their needs

Children may be identified as SEND in the following ways:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of quality First Teaching, they are discussed with the SENCo. A SEN Concern Form is then implemented and recommendations to support the child are made.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given

their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- o Is significantly slower than that of their peers starting from the same baseline
- o Fails to match or better the child's previous rate of progress
- o Fails to close the attainment gap between the child and their peers
  - Parents sometimes ask us to look more closely at their child's learning. We take parental requests seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The SENCo or a member of an outside agency may undertake a range of standardised tests with children. These can then be used to inform the planning of targeted interventions for each individual child.

Although the schools in the trust can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents/carers are advised to contact their GP if they feel their child requires a diagnosis. The school may be able to support this process by writing a letter or report for parents/carers to share with the GP.

### **7. Working with Parents and Children**

We aim to have good and informative relationships with all of our parents/carers via our open door policy.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally to let them know that their child is being placed on the SEN Register.
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the code of Practice 2014.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. A Personalised Learning Plan will be initiated and targets set, with teacher, parent, pupil and

SENCo contributions. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

### **8. Paperwork for a child receiving SEN support**

Once a child has been identified as needing SEN support the following paperwork is completed:

- Annually, a school report is completed recording the child's strengths, effort, and next steps in their learning.
- Termly, at progress meetings, the child's IEP (Individual Education Plan) will be discussed. Either new targets or agreed next steps towards targets will be set.
- Half-termly the SENCo and teacher will discuss each child's ILP. If there are any concerns or issues raised these will be recorded and acted upon.
- Staff will meet with parents, at least three times across the year, to review targets.

### **9. Moving to an EHCP (Education, Health and Care Plan)**

If a child fails to make progress, in spite of high quality targeted support, an EHC plan may be considered.

We may apply for an EHC Plan if:

- The child has a disability which is life long and which means that they will always need significant support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Two terms worth of evidence supporting the plan, do, assess, review process are available and demonstrate the child requires further intensive support.

Views of the parent/carer and child will be collected as part of the evidence gathering and application process. Any other agencies involved with the child will also be invited to give a report detailing the child's needs and the agencies current intervention level.

Having a diagnosis (eg. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The statutory maximum time scale for the whole process to be completed is 20 weeks. By this time, a DRAFT plan will be shared with all stakeholders including the

named school on the plan. Information on parents/young person's right to appeal shall also be included.

Further information via EHC Plans can be found via the SEND local offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=13>

### **10. Teaching and Learning**

We believe that children learn best with the rest of their class. Children with SEN and disabilities are entitled to be taught by their teacher at a level which is accessible to them. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. TA's may also support the SEN pupils for some of the lessons.

### **11. Adaptations to curriculum teaching and learning environment**

Adaptations to the physical environment will be made as appropriate.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise and celebrate achievement and expertise in all curricular areas.

As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Class trips are part of the curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **12. Staff Expertise**

The SENCo will have completed the National Award for SEN qualification within the required timeframe. All of our staff are trained to work with children with SEN. Regular up to date training about the four areas of SEN is provided for all staff. Where children require specialised individual support (such as those with hearing, visual impairment or medical needs) the whole staff of that school



receive training from outside agencies that is specifically linked to the individual child's needs. The SEN Link Governor will have completed the SEN Governor training.

Advice will also be sought from external agencies regarding strategies to best meet specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Special Educational Needs Support Service
- Behaviour Support Service
- SEND HUB
- Autism Inclusion Team
- Children and Young person's Autism Service
- Hearing Impairment team
- Speech and Language Therapists (SALT)
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- CAMHS (Child Adolescent Mental Health Service)
- Malachi
- School Nurse
- Paediatrics

### **13. Transition Arrangements between classes**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Experience playtime/lunchtime on a different playground.

Enhanced transition arrangements are tailored to meet individual needs.

### **14. Transition to a new school**

The new school's SENCO, together with any agencies already involved, are invited to attend any meetings linked to individual children during the transition window. Additional transition support such as extra visits, transition projects etc will be discussed and a transition timetable will be drawn up in

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conjunction with parents and outside agencies to ensure the child feels safe and supported throughout their transition to a new educational setting.

### 15. Governors

It is the statutory duty of the governors to ensure that the schools in the trust follow their responsibilities to meet the needs of children with SEND following in line with the requirements of the Code of Practice 2014.

The SEN link governor is Caroline Fisher.

### 16. Complaints

The trust works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the individual school's complaints policy and procedure.

### 17. Staffordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth Special Educational Needs and Disability Policy to 25, across education, health and social care. Staffordshire's Local Offer is available from the website [www.staffordshiremarketplace.co.uk](http://www.staffordshiremarketplace.co.uk)

### 18. Equal Opportunities

The Trust is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school. This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

*A signed copy of this document is available from the school office.*

**Reviewed annually.**

Version	Date Approved	Changes	Reasons for Alterations
1	January 2024	Document created	

