



Lawns Park Primary School

Lawns Park: Learning Positivity, Learning Perseverance, Learning Patience, Learning Politeness.

Special Educational Needs and Inclusion Policy

September 2024

Review September 2025

Special Educational Needs and Inclusion Policy

Lawns Park Primary's SENCO is Mrs Paul who is in the process of completing the National Professional Qualification for SENCOs. Lawns Park has a named Governor responsible for SEND, who is Neil Shackleton. Together they work with the Senior Leadership Team to ensure that the Lawns Park Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice 2014, the Local Education Authority and other policies current within school.

Inclusion Vision

Our aim is to equip children and staff with an awareness of our diverse society and to appreciate the value of differences. We believe that all children at Lawns Park should share an equal opportunity to attend mainstream school. We believe that school will educate and employ persons whatever their gender, colour, origin, culture, ability or disability.

The development of learning support for all children, including those with special needs is an essential part of our school ethos:

We have a highly inclusive ethos. All of our team share high expectations and aspirations for all of our pupils. We work hard to encourage every child in our school to achieve everything possible. Our focus is on early intervention, starting from the transition process into our school and on raising attainment in order to 'close the gap' as much as possible. We achieve this through responding to the individual needs of our learners by providing quality first teaching alongside carefully planned and targeted personalised group or individual interventions. We ensure appropriate intervention and support is provided as soon as a need is identified. Our approach is flexible and creative, always aiming to enthuse and engage our learners as well as boost progress. We believe that emotional wellbeing is vital for children to flourish educationally and this is an integral part of our school ethos and SEND provision.

We fully acknowledge and believe this statement from the SEND Code of Practice 2014:

'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.'*

(SEND Code of Practice, 2014)

Our Aims and Objectives

The staff at Lawns Park Primary School are committed to the inclusion of all pupils:

- To provide curriculum access for all.
- Value every individual and enable them to enjoy their learning and achieve everything possible.
- Provide an environment which enables pupils to be happy, safe and healthy.
- Enable every pupil to make a positive contribution to their school and their community.
- Identify and respond to pupil's diverse and individual needs.
- Identify and overcome barriers to learning.
- Set suitable learning challenges for every pupil.
- To ensure that pupils achieve the highest levels of attainment possible.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- Promote the self-worth and self-esteem of all who learn and work at Lawns Park.
- Promote early identification, assessment and provision for children with SEND following a graduated approach.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To set suitable challenges *'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds'* (National Curriculum, 2014).
- To work within the guidance provided in the SEND Code of Practice, 2014.

Identifying Special Educational Needs

Children's Special Educational Needs are generally thought of in these four broad areas of need or support:

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health*
- *Sensory and/or physical needs*

(SEND Code of Practice, 2014)

These four areas give an overview of the range of needs that are planned for at Lawns Park. The purpose of identification is to work out what action we need to take and we recognise that children may have needs in one or more of the above areas.

How we support children with SEND

The Process

A graduated Approach to SEND Support

'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing'

(SEND code of Practice, 2014)

Assess – Plan – Do – Review

The SENCO keeps an up to date SEND register that is reviewed and edited at least half termly.

Assess: All children will be identified and assessed as part of our on-going assessment. The SENCO and Senior Leadership team track any child that is not meeting age related expectations. We will also assess the individual's development compared to their peers, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will always record on CPOMS any concerns put forward by parents and compare these to our own assessments. Incoming children are identified through liaison with feeder settings and through immediate assessment.

Plan: The teacher, SENCO, parent and child produce a Individual Provision Map (IPM) which outlines the support that will be put in place in order to meet outcomes. All teachers and support staff have access to IPMs and meet with the SENCO to discuss/review and plan progress and next steps. The IPM is updated every term as part of a meeting with the child and the child's parents to ensure that all stakeholders have their voice heard and the plan is in the best interests of the child. Training is available to teachers and support staff to provide them with sufficient skills and knowledge to deliver interventions.

Do: We recognise that there are times when it is necessary for targeted support/intervention sessions to take place outside the classroom in order for progress to be at its highest for pupils, however, at Lawns Park we always try to keep learning in the main class environment. Class teachers work closely with teaching assistants to plan and assess the impact of the provision and investigate how it can be linked to classroom teaching. The role of the SENCO in this case is to support the class teacher in the further assessment of the child's particular strengths and difficulties and advise on the specific support needed. At Lawns Park we actively encourage parents to contribute to working towards their child's outcomes and are involved in contributing to the evaluation process.

Review: At least termly meetings are organised involving SENCO, class teacher and support staff. The intentions of these meetings are to review the effectiveness of the strategies and support in place and the impact on children's progress. During the reviewing process, the views of pupils and parents are included which then revises the support in place.

The Provision

Step 1: Quality First Teaching

All learners will have access to 'quality first' teaching. This means that they will access lessons that are engaging with high levels of pupil participation and interaction. Questioning will be effective and outcomes clearly identified. Opportunities for reflection will be built in and pupils will evaluate their own progress and next steps. Tasks will be differentiated appropriately and challenge level will be ambitious but achievable. A culture of independence is fostered and pupils are encouraged to take the lead in their own learning. A lively range of teaching strategies will be used and the classroom environment will be stimulating and accessible for all.

At Lawns Park, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils. When deciding whether to implement or review SEND provision, meetings will take place initially between SENCO and class teacher, which will be followed by discussions with parent and child. We ensure that SEND provision is appropriate and personalised. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access additional support. Additional intervention and support cannot compensate for a lack of good quality teaching.

Step 2: Additional intervention and support

*'Special educational provision is educational or training provision **additional to** or **different from** that made generally for others of the same age. This means provision that goes beyond differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'*
(SEND Code of Practice, 2014)

If a child is continuing to make slow or no progress despite considerable input and adaptation, we would look into a more specific intervention programme and, where appropriate, access support from outside agencies. A referral form will be completed together with parents which will outline the concerns as well as strategies that have already been used and outcomes currently in place.

Lawns Park has direct access and links to:

Cognition and learning support:

SENIT

Educational Psychologist

Communication and Interaction:

Speech and Language Therapy (NHS)

STARS

Social, Emotional, Mental Health:

Cluster support

CAMHS

ABC support Team -

Gateway Oasis behavioural
support Mindmate

Physical and/or Sensory:

Teacher of the Deaf

Visually Impaired Team

Physiotherapy

Step 3: Education, Health and Care plans (EHCP)

If, after a continuous cycle of assess, plan, do, review, a child has not made sufficient progress, it may be deemed appropriate to apply for an Educational Health Care Needs assessment. This is a statutory process which may lead to the development of an Educational Health Care Plan. This is a co-ordinated assessment process carried out by the local authority. An EHCP is a statutory document which identifies the specific outcomes for a child and the specialised provision needed to meet the outcomes. All children in receipt of an Educational Health Care Plan will receive a statutory annual review.

Working in Partnership with Parents and Carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. They are involved by:

- Being able to see the teachers on an informal basis if they have a concern.
- Review of Personalised Plans/ISAR in partnership with staff.
- Through regular reviews at parents' evenings.
- Responding to parental questionnaires.
- Being invited to appropriate meetings with the SENCO, the class teacher, the health and wellbeing coordinator and outside agencies.
- Parents have access to the SENCO and Head Teacher through an 'open door' approach.
- Supporting their child at home to achieve their outcomes (i.e practicing high frequency spellings).

Working with other schools/settings

At Lawns Park, we believe that good quality, robust transition planning is essential for ensuring positive outcomes for pupils transferring between phases therefore all children regardless of need are engaged in a transition package.

Individual children transferring into our school during term time are treated on an individual basis with the SENCO liaising with the previous school and meeting with the pupil and parents personally. Additional meetings are held with the receiving SENCO to discuss the needs of the individual and for those children who require additional support with the transitional process arrangements made which may include extra visits, extra meetings and learning mentor support.

Accessibility

Lawns Park is an inclusive school and aims to be accessible to all children. The school's accessibility plan is reviewed regularly. Staff, children and parents contribute to the review of this plan.

Staff Development

At Lawns Park, we have a comprehensive cycle of CPD which includes the areas of SEND and inclusion. Priorities for staff will be identified via the SEND and Inclusion action plan. The school's cycle of performance management will also identify individual training and development needed.

Evaluation of the policy and our performance

Through tracking of data, discussions with class teachers and pupil and parent consultation, we continually evaluate the effectiveness of the provision that we have put into place. Our provision map is reviewed over the year and relevant staff and pupils are consulted. The SENCO, in partnership with other stakeholders, work towards a SEND and inclusion Improvement Action Plan that ensures we continually work towards improving the provision that we have in place. An annual review with the governing body will provide an overview of the progress and impact of our policies, procedures, strategies and interventions. Confidentiality will be maintained. SEND Parental and pupil questionnaires will be part of the school's self-evaluation process.

Dealing with Complaints

At Lawns Park we follow the Leeds City Council Guidelines 'Complaints about school.' We operate an open-door policy and would actively encourage parents to raise any concerns or issues they have in respect of their child's provision/ progress with the SENCO or Head teacher in the first instance. However, should parents feel that the outcome of this is not to their satisfaction the formal complaints procedure should be followed. Refer to the Complaints Policy.

Circulation and implementation of this policy

The policy is reviewed on an annual basis in conjunction with the Headteacher and SEND/Inclusion Governor.

