Special Educational Needs and Disability Policy

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Livingstone Primary and Nursery School
Special Educational Needs and Disability Policy

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Livingstone Primary and Nursery School
Special Educational Needs and Disability Policy

Introduction

Livingstone Primary and Nursery School (Livingstone School) has a resourced provision for pupils with ~~ASD~~ Autism and an Early Years Foundation Stage (EYFS) assessment provision for early recognition and intervention. At Livingstone School we value the abilities and achievements of all our pupils. We are committed to providing the best learning environment for each pupil according to their needs. Special provision is made with regard to the current Special Educational Needs Code of Practice (2015), The Local Offer (displayed on the school website) and our own offer.
All staff at Livingstone School recognise every pupil's right to a broad and balanced curriculum and we aim to make this accessible through adaptation, varied teaching styles according to need. As part of this we use the graduated approach, (A-P-D-R Assess- Plan- Do- Review).

Aims:

- To identify, assess and meet the needs of all pupils who may have Special Educational Needs and Disabilities including applying for Educational Health Care Plans (EHCPs)
- For all staff to work collaboratively to support pupils with Special Educational Needs and Disabilities (SEND)
- To integrate pupils with SEND and facilitate their participation in as many aspects of school life as possible
- To give children access to the curriculum through appropriate planning and ~~differentiation~~ adaptation and promote learning, thus allowing children to reach their potential
- To deliver effective support to children, staff and parents / carers
- To encourage parent / carer participation at all stages of special needs provision to draw on parental knowledge and expertise in relation to their child.
- To develop and maintain good working relationships between professionals and ensure parents understand procedures involved
- To encourage the participation of children with SEND in decision making about the assessment of their needs and provision towards meeting these where appropriate.

Responsibilities

The Special Educational Needs Coordinator (SENCo), working closely with the Head teacher and other members of staff, has the responsibility for the day to day operation of the Special Needs and Disability Policy. The SENCo coordinates the provision for pupils with SEND through SEN support and provision for pupils with Education and Health Care Plan (EHCP)

It is the responsibility of the SENCo to:

- Plan strategic development of SEND policy and provision with the Head teacher and Governors
- Coordinate provision for children with SEND
- Liaise with and advise staff on identifying, recording and planning to meet the needs of the special needs pupils in their classes
- Support teachers in developing effective ways of overcoming barriers to learning
- Manage teaching assistants
- Maintain the record of provision and oversee the records of all children with SEND
- Liaise with parents of SEND pupils
- Contribute to the in-service training of staff
- Maintain transition links with other schools
- Liaise with external agencies including LA central services, health and social services and other schools as appropriate

It is the role of every teacher at Livingstone School to meet the needs of all the pupils in their classes. All teaching and non-teaching staff will use their professional skills to enable children with SEND to participate as fully as possible in the whole life of the school.

All staff will undertake INSET and training to update and increase their skills in regard to SEND work.

Admission Arrangements

Livingstone School is a fully inclusive school and is committed to the integration of pupils with educational, social or physical Special Educational Needs and Disability.

Admission arrangements for children with SEND are considered on an individual basis in-line with the regulations set out in the SEN Code of Practice 2015, Section 1 paragraph 22 (see Appendix 1). Admission criteria for pupils with EHCPs and diagnosis of Autism are set out in the Kingfisher admissions criteria document (Appendix 2).

Monitoring and Reviewing Provision

When monitoring and reviewing provision, the following points will apply:

- All staff working with SEND pupils contribute to keeping individual records for each child
- Where appropriate pupils are encouraged to participate in setting and reviewing their own targets. They will be made aware of the targets set for them and steps they need to take to meet these.

- Pupils identified as SEND have individual targets which are reviewed at least twice yearly and often termly.
- Pupils with diagnosis of Autism have targets and strategies based on the SCERTS framework.
- Pupils with an EHCP have an annual review in addition to termly IEPs in EYFS and SEN targets in KS1/2.
- For pupils with an EHCP in Year 5, their annual review will consider appropriate secondary placement and transfer arrangements. A representative from the secondary school that the pupil is to transfer to will be invited to attend the pupils Year 6 annual review of an EHCP.
- There will be effective transition between stages of intervention in both directions, as children's needs are addressed and reviewed.

Facilities for SEND Pupils

Livingstone School and playground is fully accessible for all pupils (see accessibility policy).
All classes have access to a range of ICT equipment to support and enhance learning.
There are additional classrooms designated for individual or small group teaching.
There is a soft playroom, a sensory room, sensory garden and a therapy room.
The school has three playgrounds and an all-weather sports pitch.

Kingfisher ARP – Additional Resourced Provision

Our school has a specialist, two class, resourced provision which offers places to pupils in the primary age range with a diagnosis of Autism. These pupils must meet the criteria set for admission to the resourced provision and with support be able to benefit from integration into age-appropriate mainstream classes. Children need to have an EHCP in place to apply for a place. Places are allocated by the Local authority.

We also have an EYFS assessment provision for 12 pupils on a part-time basis (three hours daily). These pupils are on an autism pathway, and we support them by gathering evidence for and submitting applications for EHCPs as appropriate. All places are allocated at EYFS panel, see KFE Admission policy.

DESCRIPTION OF PRACTICE WITHIN THE SCHOOL

Allocation of Resources to Pupils with SEND

The resourcing of SEND provision is provided through the funding formula of the Local Education Authority. Since 1997 the annual SEN budget has been devolved directly to schools. It is an integral part of the whole school budget.

The major element of funding for pupils in mainstream classes with EHCPs is determined by the banding level of the EHCP.

Funding to meet the needs of pupils in our resourced base provision is allocated as a set amount per place determined by the authorities funding formula for schools with ARP's.

How Needs are Identified, Met and Reviewed

All pupils are carefully assessed and monitored throughout the school and any necessary intervention is carried out in accordance with the SEN Code of Practice 2015.

Class teachers, parents / carers or external agencies may initially raise concerns. Our approach to assessment of need involves observation of the pupil in a variety of school situations, liaison with parents / carers and any pre-school facilities the child may have attended. In addition, we may carry out some standardised testing if we feel this is appropriate. At the beginning of the school year some pupils take a reading assessment (Accelerated Reader) and the Parallel Spelling Test are carried out for children from Year 1 to Year 6 and appropriate interventions arranged to address the progress of children falling below age appropriate levels. Progress is tracked through- out the year to monitor the effectiveness of interventions and these are reviewed termly.

The Graduated Approach to Meeting Pupil's Needs

When a teacher or parent has concerns about a child's learning or behaviour these concerns will be discussed with the SENCo or/ and the pastoral manager. An action plan will be put in place to address the difficulties that the child is having.

If during the next term adequate progress is not made, then with the agreement of ~~both~~ SENCo, class teachers and parents the child is put on the ~~SENDS~~ SEN support. (Special Educational Needs and Disability Support).

Information is collected from the parents, class teacher and with permission of parents / carers, from any professionals that are working with the child or family. Further assessments may be carried out by the SENCo. The information gathered is used to plan the next steps and interventions for the child's individual needs (involving learning and cognition, SEMH, sensory and physical needs). The targets are set accordingly.

At this stage interventions additional to or different from those provided as part of the school's usual ~~differentiated~~ adapted curriculum will be put in place, this comes under the

bracket of SEN Support. These interventions may include some additional small group teaching support, in-class teaching assistant support, adapted materials, modified targets, additional equipment or resources. Targets set for the child will be shared with the child, all staff working with the year group and parents/carers.

EHCPs

For some pupils with severe or complex needs the SENCo, in consultation with parents / carers can request that the authority makes a statutory assessment, which may result in Education and Health Care Plan being issued. Pupils with EHCP's will also have targets that are reviewed and monitored termly.

- An EHCP is a legally binding agreement between the LA and the parents / carers outlining the difficulties and needs of the child and the actions and resources the LA consider necessary to meet those needs.
- The needs of the child as outlined in ~~this plan~~ the EHCP provision must be met. Identified funding is specified within this document.
- All pupils with EHCP's will have these reviewed annually. The Annual Review will address any changes in the pupil's profile and support needed to address these. It will monitor progress made and strategies used. Areas of difficulty to be addressed in the coming year will be discussed and recorded.
- The LA will consider any recommendations made from the review meeting and the ~~statement~~ EHCP will be amended if thought appropriate.
- The annual review procedure involves seeking advice from parents / carers, school staff and all external agencies involved with the child.

Monitoring Progress of Pupils with SEND

Progress of pupils with SEND is closely monitored. In addition to all regular monitoring and tracking procedures, SEND pupils have standardised reading, comprehension and spelling tests yearly and in some instances twice yearly. Targets are reviewed and amended termly.

Pupils and their parents / carers are made aware of targets set and encouraged to be involved in the planning and reviewing these targets.

Access to the Curriculum

All pupils are entitled to have access to a broad and balanced curriculum that is relevant to their needs, builds on strengths and enables progression at an appropriate rate and level in relation to their ability.

High Expectations of All Pupils

Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively and when pupil difference is used as a resource for teaching and learning.' (Equal Opportunities and Race Equality Policies). Reviewed February 2019

This policy was written with regard to the SEN Code of Practice 2015 and should be read in conjunction with:

- EMA Policy
- Behaviour, Suspension and Exclusions Policy
- Equalities Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Subject Guidelines

Appendix 1

Support Services

Livingstone School liaises closely with external agencies in order to best understand and meet the needs of the child. The services we routinely work with are:

- Educational Psychology Service
- Advisory Teacher Services
- Emotional and Behavioural Support Service
- CAMHS/BICS
- Sensory and Physical Support Service
- Educational Welfare Service
- Physical Disabilities and Complex Medical Needs-Specialist Team
- Barnet Early Autism Model (BEAM)
- Early Years SEND AdvisoryTeam
- EWO

Livingstone School has adopted the 'Team Around the Setting Model'. This team includes the Head teacher, SENCo, Pastoral Support Manager and Learning Mentor who meet termly in consultation with the Class Teachers. There is also a yearly planning meeting which includes our Educational Psychologist to plan the assessment and additional support needs of individual pupils who are not responding to the SENDs interventions provided.

Links with Medical

The main medical personnel who are likely to be involved with pupils with SEND in school are:

- GP
- Educational Psychologist
- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Physical Disability and Complex Medical Needs Specialist Team
- Community Paediatrician
- CAMHS/BICS

Livingstone School maintains close contact with the school nurse who will follow up any medical concerns about a child. He / she will also help staff to a better understanding of any medical condition which is affecting a child.

There is also close contact between school and the school-based speech and language therapist. He / she supports the school in assessing the needs of pupils with speech and language difficulties.

Other agencies are accessed as needed.

Social Services

The Designated Safeguarding Officer liaises with the Social Services Department if a child is deemed 'in need' (Section 2 of the Children's Act). The Head teacher will refer to Social Services Department for advice when appropriate.

Appendix 2

Criteria for Admission to Kingfisher

Essential

- The child has an EHCP with a diagnosis of Autism.
- The child has the potential to access the national curriculum at a broadly age appropriate level and to benefit from the flexible setting offered by a specialist unit within a mainstream school.
- The child has some verbal ability, and the scope to further develop their language skills, as reflected in the professional advice contributing to the ~~statement~~ EHCP.
- The child with appropriate support, will meet the behaviour standards as expressed in Livingstone School's Behaviour Policy.
- All children will have formal annual EHCP reviews. In EYFS interim six-monthly reviews will take place.
- Placements are offered on the basis of vacancies within particular year groups and placements will be allocated by the LA SEND Panel.
- That there is parental support for the placement at Livingstone School and a partnership established between home and school.

Desirable

- There is a maximum of two children per year group.

Appendix 3

Legal Framework

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://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DfE (2015) 'Supporting pupils at school with medical conditions'	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
DfE (2016) 'Keeping children safe in education'	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
DfE (2015) 'Working together to safeguard children'	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2