



# Larkrise School

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## Special Education Needs Policy

Reviewed by: Siobhan Cheadle  
Reviewed and adopted: September 17  
Next review due: September 18



## Special Educational Needs (SEN) Policy

Larkrise School is committed to meeting the special educational needs of pupils and ensuring that they progress. In line with our vision and mission statement to provide a creative stimulating learning community which gives every young person the opportunity to develop their full potential through our knowledge, enthusiasm, guidance and care for each individual's learning pathway and achievement.

### **Aims of the SEN policy**

- To practice what is reflected in our school vision and mission statement;
  - That pupils receive the provision set out in the Statement of Educational Need and their Education Health and Care Plan;
  - To identify the changing needs of pupils and respond to their change needs
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- We aim to raise standards and develop pupil's potential as individuals by providing:-
  - A culture where every young person has the skills to become independent learners;
  - A high quality, relevant and individualised curriculum;
  - Formal recognition of achievement for all learners;
  - Promoting diversity, experience and opportunities;
  - High quality inspirational teaching;
  - Excellent, dedicated specialist staff through high quality professional development and careful recruitment;
  - A multi-professional approach to learning through partnerships with other agencies.

### **Objectives**

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically through a detailed analysis of achievement and pupil progress;
- acting promptly on decisions made through target setting and analysis of pupil progress

### **Roles and Responsibilities**

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head teacher will keep the governing body informed about the special educational needs provision made by the school and how the school is meeting its statutory requirements.

All teaching and teaching staff will be involved in the formulations of the special education needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the Head teacher.

New teaching staff as part of their induction are given training on specific aspects of teaching SEN pupils which include Makaton and other communication systems.

## **Admissions**

All pupils admitted to Larkrise School have either an Education, Health and Care plan (EHCP) or Education Statement. Pupils will be admitted in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain the level of support their child will require on entry and ensure that a plan of support is in place when they enter school.

## **The Annual Review procedure**

A date is set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.

## **Informing parents and other professionals**

Two weeks before the set date for the annual review a letter is sent out to invite parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

## **Gathering information**

The following information is collated for the review:

- the latest end of year school report;
- pupil voice
- parent contribution
- the latest individual learning plan or learning journey that details intervention support and pupil progress;
- recent Assessment Summary;
- record of attendance;
- speech and language report if the pupil receives SLT;
- EP report if needed;
- physiotherapy report if needed
- occupational therapy if needed;
- psychotherapy/ drama therapy report if needed;
- medical reports;
- other relevant reports or information.

## **Attendance at the review**

Parents, carers and all professionals who are currently involved with the pupil receive an invitation to attend the review. If professionals cannot attend they will be asked to submit the written report in advance of the review. Professionals involved:

- counsellor
- physiotherapist
- occupational therapist
- speech and language therapist

- social worker
- SEND Lead Worker
- psychiatrist
- educational psychologist
- health visitor or other health practitioner

If the parents cannot attend the review on the date or time offered every attempt will be made to agree a mutually convenient time and date. If parents are unable to attend then issues that need to be raised will be discussed on the telephone. Every effort will be made to enable parents to attend the annual review.

### **Co-ordination of the reviews**

The Senior Administrator co-ordinates the annual review process. A member of the Senior Leadership Team will chair the meeting.

- at the end of a set of reviews the papers are duplicated and sent to the LA;
- the decision to amend the Statement/EHCP or funding banding allocation is made by the LA although the school will make recommendations based on the evidence gathered in school;
- when the LA has received the review papers and no changes are needed the LA then informs the school in writing and the pupil review papers are placed in the pupil file;
- when changes are made to the Statement/EHCP the LA informs the school in writing and the amended Statement/EHCP then follows; the amended Statement is then placed in the pupil file.

### **Partnership with outside agencies**

- The co-ordination of work with agencies takes place through the class teacher who has oversight of a team working around the child. All case notes and discussion are minuted and placed on file and actions are recorded.

### **Identification and assessment of pupils' needs**

- following consultation with parents the Class teacher/SLT will liaise with outside agencies to facilitate this input;
- weekly staff meetings review pupil concerns. Pupils who are identified as needing specialist provision will be referred to the relevant agency by the class teacher/SLT.
- A transparent referral system will ensure that staff and home concerns are analysed by relevant specialists and if they meet established thresholds will result in additional support and monitoring and intervention when needed.

### **Pupils with AS and are part of school Provision for Autism**

Larkrise School provision supports the needs of pupils with AS. The Provision for Autism is for pupils with complex AS who require a more structured approach and are placed within the provision. The provision has class leaders responsible for coordination monitoring and development. Pupils' needs are met within their specialist provision.

### **Speech and language therapy**

All pupils who have been identified through the Statement as in need of speech and language therapy will be placed on the speech and language therapist's caseload. Speech and language therapy is delivered on an individual basis, in small groups or through class support. Therapy is delivered by the

class team following advice from the Speech and Language Therapist or by a trained Communication Higher Level Teaching Assistant following a programme planned, modelled and evaluated by a qualified therapist. Pupils included in the caseload are assessed on entry, reviewed throughout the year with class teams and for the annual review.

### **SEN Pedagogy and Support Strategies**

Larkrise School is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receives regular professional development opportunities through individual, class and whole staff training. The school records hold strategies and reports for each individual pupil centrally. There are also weekly meetings timetabled for sharing good practise and liaison. This promotes consistency in provision.

### **The transition process**

Pathways for pupils will change as pupils make progress and grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the child at the time. Decisions are made through consultation in school with teachers and specialists and parents and at Annual Review.

### **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continue then a member of the Senior Leadership Team and the class teacher will meet with the parent or carer to develop an action plan.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parents'/carers concerns should be put in writing to the Chair of Governors, Bob Ham. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

The school must also make provision to inform parents about SEND information, Advice and Support Services, and how to make representations to the LA.

### **Supporting Pupils with Medical Conditions**

Larkrise School has number of pupils with complex medical conditions. As a school we recognise that these pupils should be properly supported so that they have full access to education. Staff working with these children have appropriate training to manage their needs and the necessary links are in place with medical professionals. When conditions are very complex additional specialist medical support may be required for pupils to access school. When children are away from school because of their medical condition we endeavour to keep in touch with them and their families and support their education outside the school setting.

### **Resources**

The Head Teacher will use the pupil's Statement or EHCP and locator information to identify the areas of pupil needs and make appropriate provision.

Time is allocated for staff to review pupil progress, pupil curriculum needs and to transfer information between classes and phases.

The school will ensure that moneys are set aside to develop resources in curriculum areas. In addition, we make sure that staff are kept fully up to date about SEN issues and undertake appropriate training.

## **Parents**

Larkrise School believes that parents play an essential role in the work of the school. Parents are encouraged to come into school regularly for:

- Structured Conversations at Parents Evenings
- Special assemblies and curriculum events
- Statement and ECHP reviews
- Professional clinics
- Team around the child meetings
- Social events
- Parent groups

The school has regular contact with parents through:

- Home/school link books
- Newsletters
- The school website
- Annual Reviews
- Termly structured conversations

Parents are asked for their views in a variety of issues on an annual basis through the parent questionnaire.

## **Evaluation of this policy**

The policy is reviewed on an annual basis as part of the school self-evaluation process. It is updated in conjunction with the School Self Evaluation Form (SEF), Planning, Assessment, Reporting and Recording Policy and the Teaching and Learning Policy as well as taking account of the Single Equality Policy, Equality Information and Equality Access Plan.