



# Special Educational Needs & Disability (SEND) Policy

Updated: Summer 2024  
Next Review: Summer 2027

Reviewed, approved and ratified by: Full Governing Body

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*Work Together, Achieve Together*

## **Rationale**

Ladbrooke School believes that each pupil has individual and unique needs. However, some pupils require more support than others to success at school.

We acknowledge that a significant proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

## **Equal Opportunities and Inclusion**

We believe it is the right of all children, regardless of their ability, disability, gender, religion, ethnicity, linguistic, cultural or home background to have equal access to all aspects of school life.

## **Aims:**

- To enable every pupil to experience success
- To promote individual confidence and a positive attitude
- To ensure that the school has effective procedures for the early identification of children with special needs
- To ensure that all pupils, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision
- To ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- To identify, assess, record and regularly review pupils' progress and needs using the graduated approach where appropriate
- To involve parents/carers in planning and supporting at all stages of their children's development
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- To ensure that there are ongoing opportunities for staff to develop and extend their knowledge and understanding of SEND
- To ensure the effective use of SEND resources, teaching assistants, outside agencies and teaching materials to ensure best value is gained

## **Roles and responsibilities of the Headteacher, other staff and governors**

Provision for children with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND

- Keeping the Governing Body informed about SEND issues
- Working closely with the SEND personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the School Improvement Plan
- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They report to parents on the implementation of the school's SEND policy
- They have regard to the requirements of the SEND Code of Practice (2014)
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- They, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs and Disabilities Coordinator (SENDCo)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out assessments (where appropriate) and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Referring to outside agencies, liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents to ensure advice is followed
- Maintaining the school's SEND register and intervention overviews
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year Qualification and Curriculum authority (QCA) tests and SATs
- Contributing to the in-service training of staff
- Line-managing learning support staff/teaching assistants working with children with educational, health, care plans (ECHPs)
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENDCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Attending training to ensure always up to date with latest developments in Special education needs including disabilities (SENDD)

**Class teachers** are responsible for:

- Including pupils with SEND in the classroom, through adaptive teaching of the curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND.
- Ensuring advice from outside agencies is incorporated into planning
- Creating provision maps to show how children are supporting in class
- Creating, where appropriate, APDR (Assess, Plan, Do, Review) documents and evaluate them regularly

**Learning support staff/teaching assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Follow advice given in EHCPs (Education, Health, Care, Plans), and professional reports
- Support teachers in reviewing and updating provision maps and APDRs

### **Implementation**

For details of how the SEND policy is implemented, please refer to appendix 1.

### **Planning**

Needs of children with SEND are met through:

- Adaptive teaching by the class teacher.
- Tasks matched to children's individual learning style.
- Specific resources identified to support learning.
- Focused small group support with a teaching assistant / class teacher / SENDCo.
- Individual support for children with ECHP if necessary
- Advice / direct intervention from appropriate outside agencies.
- Use of specific SEND learning programmes e.g. Parkside, Dynamo maths
- Provision maps (see appendix 2)
- APDR reports (see appendix 3)

### **Assessment**

We use the following strategies to screen and monitor progress:

- QCA Tests
- Termly assessments in reading, writing and maths
- PM Benchmarking (reading progress check)
- Sandwell Diagnostic Test (numeracy progress check)
- Ongoing daily assessments by class teachers
- Specific assessments carried out by outside agencies, where appropriate

### **Recording and Reporting**

All aspects of reporting and recording links to the individual child's targets, this includes:

- Samples of work relevant to targets set.
- Relevant observations, e.g. behaviour logs.
- Tracking Sheets

Reporting to parents is achieved through biannual Consultation Evenings and specific SENDD meetings. In addition, parents are informed when their child is placed on the special needs register. A form is sent home for parents to sign and add their views. Parents are also contacted before children received any additional work

through outside agencies such as Parkside, The Park and Family Support Service. The views of all parents are highly valued.

### **Monitoring, Evaluation and Review**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Observation of lessons of teachers and teaching assistants (TA) by all members of the Senior Leadership Team (SLT) and SENDCo
- Performance Management meetings with teaching assistants to review practice.
- On-going assessment of children's progress.
- Regular pupil progress meeting with Headteacher, SENDCo, Class teacher and TA to track pupil progress
- Points Progress by SEND pupils calculated termly
- TA meetings
- Regular visits / meetings between SENDCo and Governor responsible for SEND.

Please refer to appendix 4 for details.

### **Conclusion**

This policy remains our practice until such a time as it is reviewed, as such all staff have a responsibility to comply with the policy as agreed.

# SEND at Ladbroke



**CLASS PROVISION MAP**

DATE:

			Little Progress	Some Progress	Good Progress	Target Met
What	Who	Focus				
<b>READING</b>	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----

			Little Progress	Some Progress	Good Progress	Target Met
What	Who	Focus				
<b>READING</b>	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----

			Little Progress	Some Progress	Good Progress	Target Met
What	Who	Focus				
<b>MATHS</b>	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----
	-----		-----	-----	-----	-----



# YEAR ...

## Overview of Need

	Child's Name:	Child's Strengths
	Date of Birth:	
	Joined:	
	Leaver:	
	EAL:	
	SEN Main Need:	

### ASSESS - Identified Areas for Development / Challenges

Reading	Writing	Maths	SEMH



### Quality First Teaching Strategies used to Support Child in Class

Quality First Teaching Strategies used to Support Child in Class		
Visual Timetables	Movement Breaks	Thinking Time
Neutral Classrooms	Resistance Bands	Wobble Seats
Visual Prompts	Resource Packs Readily Available	Strategic Seating Plans
Talk Partners	Whiteboards	3 Before Me
Support Mats	Sensory Circuits	Sensory Points around school
Flexible furniture arrangement	Fast Feedback	6 A Day - Recapping
Table Prompts	Spelling Book Marks	Word Banks
Tech Station/Thinking Station	Targeted TA Support	Sand Timers / Countdowns
Fidget Toys	Success Criteria	Task Planners



### Assess, Plan, Do, Review

DATE			
PLAN			
TARGETS:	Little or No Progress	Some Progress	Target Met
1.			
2.			
3.			
REVIEW	DO		





#### Appendix 4: SEND Policy Monitoring, Evaluation and Review

When the policy is successful the school will be characterised by:

##### **Children who:**

- ✓ Are enthusiastic and motivated learners.
- ✓ Contribute towards their own learning programme.
- ✓ Make progress towards their targets.
- ✓ Have knowledge of their difficulties and use self help strategies.

##### **Teachers who:**

- ✓ Work in partnership with the SENDCo, TAs and parents.
- ✓ Demonstrate a commitment to developing their understanding of children with a range of special needs.
- ✓ Make effective use of all resources available to them including TAs.
- ✓ Have high expectations of progress and behaviour.
- ✓ Use assessment data to identify children with special educational needs and disabilities
- ✓ Incorporate individual targets into their planning.
- ✓ Assist children in developing their self-esteem.

##### **Teaching Assistants who:**

- ✓ Effectively work in partnership with the class teacher.
- ✓ Contribute to the development of individual targets.
- ✓ Support children by using effective strategies / resources.
- ✓ Make effective use of all resources available to them.
- ✓ Are committed to developing their knowledge of SEND.
- ✓ Are proactive in seeking further advice and share good practice.
- ✓ Assist children in developing their self-esteem.

##### **Support Staff who:**

- ✓ Are aware of children's individual needs.
- ✓ Contribute to the development of pastoral targets.
- ✓ Support children by using effective strategies / resources.
- ✓ Make effective use of all resources available to them.
- ✓ Assist children in developing their self-esteem.

##### **SENDCo Who:**

- ✓ Supports staff in meeting the needs of children with special needs.
- ✓ Is up to date with the SEND Code of Practice.
- ✓ Implements the SEND Code of Practice.
- ✓ Maintains appropriate SEND resource bank.
- ✓ Provides professional development opportunities for all staff.

##### **Governors Who:**

- ✓ Understand their role in supporting the policy.
- ✓ Ensure effective liaison with the SENDCo and Headteacher.