



Langton Primary School

Special Educational Needs Policy

**Adopted by: Full Governing Body
December 2015**

Review date: December 2016

Rationale

At Langton Primary School we strive to support all children to enable them to achieve at school. Our goal is that all our pupils, whatever their ability or needs, reach their full potential and be fully included in our school community.

The purpose of this policy is to outline the special educational needs provision for pupils at Langton Primary School.

Aims

We ensure that

- there is a full range of support and intervention to enable all pupils to be successful in their learning.
- all our pupils become confident individual and lead fulfilling lives.

The Definition of Special Education as taken from section 20 of the children and Families act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Langton all teachers are teachers of SEN. However, the following people have particular responsibility:

The Governing body has an overall responsibility for the school's SEN policy.

The Headteacher has an overview of SEN issues throughout the school.

The SENCO is responsible for the day to day management of SEN provision throughout the school. The SEN team are listed below;

Mrs Rachel Ray, Head Teacher and SENCO

Miss Becky Auckland, HLTA

Mrs Anne Conroy, Governor for SEN

If you have any concerns regarding SEN matters do not hesitate to contact us.

Responsibilities

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people and:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Under the requirements of the SEND Revised Code of Practice 2014 and the Children and Families Act 2014, all mainstream schools have a duty to ‘use their best endeavours’ to make the provision required to meet the SEN needs of children and young people in their care. All schools **must** publish details of what SEN provision is available (for example, on their website) and co-operate with the local authority in drawing up and reviewing the Local Authority’s SEN Offer. Schools also have duties to make ‘reasonable adjustments’ for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them. In addition, schools must:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

(Taken from SEN Code of Practice July 2014 Section 1.25)

Arrangements for Coordinating SEN Provision

At the heart of the work at Langton Primary School, is a continuous cycle of **Assess-Plan-Do-Review** which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

The SENCO will hold details of all SEN records for individual pupils.

It is the Staff’s responsibility to access:

- The Langton Primary School SEN Policy
- The Langton School SEN Information Report
- A copy of the SEN Register
- Guidance in identification of SEN in the Code of Practice
- LA documents to support identification of need and possible support
- Information available through North Yorkshire County Council’s SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all the pupils with special needs and their requirements.

Admission Arrangements

Langton Primary School strives to be a fully inclusive school.

The admission arrangements for **all** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children receiving SEN Support and those with EHCPs.

Identification and Assessment

Whenever school raises a concern about a child regarding special educational needs, parents **must** be informed and involved as soon as possible. This will be done by the class teacher in the first instance.

Children have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:-

- *Communication and interaction*
 1. Speech, Language and Communication needs (SLCN))
 2. ASD including Asperger's Syndrome and Autism

- *Cognition and Learning*
 1. Moderate Learning Difficulties (MLD)
 2. Severe Learning Difficulties (SLD)
 3. Profound and Multiple Learning Difficulties (PMLD)
 4. Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia

- *Social, Emotional and Mental Health Difficulties (SEMH)*

- *Sensory and/or Physical Needs*
 1. Visual Impairment (VI)
 2. Hearing Impairment (HI)
 3. Multi-sensory impairment (MSI)
 4. Physical Disability (PD)

Children with a special educational need will be placed on the school's register for special needs, at either:-

- SEN Support – these may include children with Higher Level need who have a specific My Support Plan (MSP)
- Pupils with an Education Health Care Plan (EHCP).

Curriculum Access and Inclusion

Langton School strives to be an inclusive school, engendering a sense of community and belonging through its:-

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children.

Evaluating Success

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the Leadership Team

- Analysis of pupil tracking data and test results for both individual pupils and cohorts
- Value-added data for pupils on the SEN register
- The LA SEN moderation process
- The School Development Plan

Partnership with Parents

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LA and others. This is important in enabling children and young people with SEN to achieve their potential.

The school is often the first point of contact for parents. Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEN are identified. We must tell parents when they first identify that a child has SEN. We try to welcome and encourage parents to participate from the outset and throughout their child's educational career at Langton. We regularly review our policies to ensure that we encourage active partnership with parents and do not present barriers to participation.

The Voice of the Child

All children should be involved in making decisions wherever possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children know that their opinions will be valued and those who can practice making choices will be more secure and effective pupils during their school years.

Children with a MSP or EHCP are asked for their views and opinions before their annual review and take part in the review meeting where appropriate, in a variety of different ways.

This policy shall be renewed annually.