Lanchester E.P. (Cont.) Primary School

A Caring Community

Where All Can Flourish

Special Educational Needs and Disability Policy

Special Educational Need & Disability Policy for Lanchester EP Primary School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND (**Special Educational Needs and Disability)** Code of Practice: 0 to 25*(July 2014)*, and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – *(DfE May 2014)*
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head Teacher, Mrs Jane Davis has overall responsibility for Special Educational Needs and Disability at Lanchester EP Primary School.

The designated teacher responsible for coordinating SEND provision for children is the Special Educational Needs and Disabilities Co-Ordinator (SENDCO), Mr Simon McLoughlin, who can be contacted via email and also via the School Office. The SENDCO is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children at Lanchester EP Primary School is: Mr Simon McLoughlin.

The Governor with oversight of the arrangements for SEN and Disability is Mr Scott McNicholas, who can be contacted via the School Office/Clerk to the Governors.

Mission Statement for SEND at Lanchester EP Primary School:

Lanchester EP Primary School provides opportunities for everyone to become successful motivated learners, confident individuals and responsible citizens, whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

This policy was developed in conjunction with the Senior Leadership Team, staff, the SEND Governor and the Governing Body.

Special Educational Need & Disability Policy for Lanchester EP Primary School

AIMS AND OBJECTIVES

Lanchester EP School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into the next stage of their education and personal development.

Lanchester EP School is committed to raising the aspirations of and expectations for all children with SEND, by focusing on outcomes for children which may be met through provision and support.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their Special Educational Needs and or disability.
- To work in partnership with parent/carers to support children's learning and health needs.
- To provide quality training for staff that enables them to support children with Special Educational Needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs, disabilities and other additional needs.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability.
- To employ a Special Educational Needs and Disabilities Co-ordinator whose work will include following the requirements of the Special Educational Needs and Disability Policy.
- To involve outside agencies when appropriate, through effective partnership.
- To provide support and advice to all staff who work with children with special educational needs & disabilities.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. They will ensure that Lanchester EP School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Senior Leadership Team, including the SENDCo, monitors the inclusion and progress for children:

- with special educational needs or disability
- with medical conditions
- who are looked after by the Local Authority
- in receipt of Pupil Premium
- receiving support through a CAF (Common Assessment Form) with Family Support Services
- receiving support through social care as a 'Child in Need'
- with English as an additional language
- from a minority ethnic group
- from any vulnerable group

The SEN governor will:

- help to raise awareness of SEND issues at governing board meetings.
- monitor the quality and effectiveness of the SEND provision within the school and update the governing board on this.
- work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Head Teacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Each class teacher is responsible for:

- the progress and development of every pupil in their class.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- ensuring they follow this SEN policy

ADMISSION ARRANGEMENTS

Lanchester EP Primary School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Lanchester EP Primary School makes appropriate, reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the local authority, health services and parent/carers to ensure

that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website:

https://www.durham.gov.uk/localoffer

You can find a link to the 'Local Offer' on the school's website.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually by the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – *(May 2014)*'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place, including but not limited to:

- A disabled toilet with changing facilities and bidet facility
- Ramp access into the hall and down to the KS1 entrance
- Removable ramps
- Wobble cushions to aid sitting position
- Writing slopes and ergo pens/pencils to aid writing
- A variety of sensory resources
- ICT and internet access available in all classrooms.
- A calming nurture room

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 *(July 2014)* identifies SEND under four broad areas of need (sections 6.28 to 6.35):

i. Communication and Interaction.
ii. Cognition and Learning.
iii. Social, Emotional and Mental Health difficulties.
iv. Sensory and/or Physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

We identify if your child needs extra help in a number of ways. They include the following:

- We assess and monitor every child closely.
- They are formally assessed termly and the school uses additional assessments when we feel there is a need.

- Provision is made for children making limited progress or who have shown a change in their behaviour or progress.
- Concerns are raised by parent/carers, a teacher, teaching assistant or the child.
- Where we have some initial concerns, we liaise with parents and implement agreed early interventions to establish whether any needs are developmental or genuine SEND.
- The school will act on advice received from outside agencies e.g. Educational Psychology Services, Speech and Language Services.

Your child's needs will be met through a 'graduated response':

Learning needs are managed either by using informal SEN support, an SEN Support Plan or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the mainstream school environment through an SEN Support Plan.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from teaching assistants or specialist staff.

Every child at Lanchester EP Primary School is entitled to high quality teaching, where:

- the child's strengths are recognised.
- areas for development are identified.
- achievable targets are set.
- a range of teaching and learning styles are used.
- learning is scaffolded and adapted for individual children.
- learning resources are adapted.

and this is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'.

Small Group Work – At times classes are supported by teaching assistants who can provide small group work and intervention activities when required, managed by the class teacher.

This is available to any child in the school.

We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs and/or a disability. If a child has been identified as having special educational needs, an SEN Support Plan will be actioned and the school will keep a record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is to be recorded in the school records and the child's parent/carers will be informed that a special educational provision is being made.

A child identified with a SEND is placed on the SEN register and will have an SEN Support Plan that identifies the support they receive. A child's SEN Support Plan and their targets will be shared with their parent/carers.

The child's SEN Support Plan is reviewed at least termly. Parents and carers are invited to share their views before plans are reviewed. Parents and carers are also offered the opportunity to meet with class teachers to discuss SEN Support Plans at least termly. The SENDCo will provide support for these meetings where needed, particularly if the school wishes to refer the child to outside agencies e.g. Speech and

Language Services or the Educational Psychologist.

Specialised Small Group Work - For those children requiring support beyond that which is provided by Quality First Teaching, groups are run, some with guidance from outside agencies. Usually, this is for children identified as being at 'SEN Support' or with a 'Education Health Care Plan'.

Individual Support – A child may receive individual support within the class and/or separate one-to one teaching/provision. Individual work can also be carried out by an outside professional.

The SENDCo & Senior Leadership Team will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Some children may only need temporary support and would not need to be placed on the SEND register.

School will meet with parent/carers of children who are causing concern with regard to their rate of progress/ are at risk of underachieving/ do not appear to be responding to their provision.

Some examples of other influences upon progress include but are not limited to:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Children Looked After
- Service children
- Behaviour where there is no underlying SEND
- Bereavement and family issues

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and/or a disability, Lanchester EP Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 *(July 2014),* sections 6.45 to 6.56. The principle is firmly embedded in working closely with parent/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

We keep parent/carers informed in the following ways:

- The class teacher or SENDCo can meet with parents/carers when a child has been identified as having a special educational need or there is another factor impacting on their learning.
- If the child has an SEN Support Plan or an Education Health Care Plan their progress will be reviewed at least termly. The review documentation, together with any documents will inform us exactly what needs have been identified, how to remove key barriers to learning effectively, i.e. targets set to overcome barriers and clear outcomes to be achieved within an agreed time frame. The class teacher evidences progress according to the outcomes agreed.
- The child's class teacher can discuss with parents/carers how to best support them at home.
- Lanchester EP Primary School has an 'open door' policy which enables parent/carers to come in to share their concerns and make an appointment to discuss them.

Outside Agency Involvement.

If targets are not achieved in the time frame or expected progress has still not been met, interventions will be adapted. It may be appropriate to consider further assessments to pinpoint the child's needs and/or a referral to an outside agency.

Parent/carers will be consulted regarding any referrals and the child will be informed of the purpose of any assessment sessions with outside agencies, where appropriate.

Educational, Health Care Plan.

If provision from outside agencies proves to be ineffective and the child's needs are not being fully met, evidence will be collated and in consultation with parent/carers, an application to the Local Authority for an Educational Health Care Needs Assessment will be initiated.

Evidence may include but is not limited to:

- The child's views
- Attendance levels
- Strengths and needs in
  - Communication & Interactions
  - Cognition & Learning
  - Social, Emotional & Mental Health
  - Sensory needs
  - Physical needs
- Long term and current attainment and progress
- Social Care needs (if any)
- Desired Outcomes
- 2 most recent SEN Support Plans & provision maps and reviews
- Details of whole class/small group/individual provision from school, Local Authority, SEND and Inclusion Services and health provision
- Details of staff and teaching assistant training courses and resources used with the child
- Child's progress in response to provision

- How outside agency input has been used to develop provision
- Reports/records from outside agencies

Parent/carers will be informed about the process throughout and given the contact details of SENDIASS (Special Educational Needs Information & Advice Support Service).

Common Assessment Framework

When there are additional factors to educational needs that are impacting on a child's learning, the school will work with the family and may also complete an Early Help Referral to ensure the whole family is supported in meeting the needs of the child in their daily life.

Where support needs are identified, an Early Help Referral can help a family access advice and support e.g. financial and housing advice, parenting support. 'Team Around the Family' meetings involve all agencies supporting the child to plan how to meet their needs.

Local Authority's High Needs Block

If Lanchester EP Primary School identifies that additional funding and support are needed from the Local Authority's 'High Needs Block' of need, the Head Teacher and the SENDCo will seek advice from our Local Authority.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision for children with SEND is monitored and evaluated throughout the year. The SENDCo liaises continuously regarding the progress of SEND children, vulnerable groups and interventions. This liaison involves the Head Teacher, the Senior Leadership Team and the SEND Governor. The SENDCo has dedicated time each week to discuss any issues and plans for SEND.

The SENDCo monitors the progress of children with SEND in liaison with the Head Teacher. Interventions are monitored by the Senior Leadership Team and SENDCo to ensure they are having the desired impact on progress and learning.

The SENDCo is available for staff to discuss in-class strategies and use of resources to ensure the progression of children with SEN.

Parent/carers views are recorded in the yearly questionnaire sent out to parent/carers, when they are invited to comment on all areas of school life and school's provision

COMING OFF THE SEND REGISTER

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parent/carers will be consulted at each stage if support is provided or when it will cease.

A child with an Educational Health Care Plan (EHCP) will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHCP is determined by the Local Authority where a child no longer requires the Special Education provision as specified in the EHCP.

However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Lanchester EP Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – *(DfE April 2014).* We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

Lanchester EP Primary School is committed to ensuring that parent/carers have confidence in the arrangements for children on entry to our school, in the year to year progression, and at the point of exit and transition to the next school. Staff will discuss these arrangements with parent/carers and agree the information that should be passed to the next phase of education.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

Expertise and training of staff

Our SENCO is an experienced, qualified teacher and holds the National Award for Special Educational Needs Co-Ordinators. They are allocated reasonable non-teaching time each week to manage the SEND provision. We have a team of teaching assistants who are trained to deliver the SEND provision. We use specialist staff for interventions for children with hearing impairments and visual impairments.

The SENDCo will provide information on specific needs for new staff.

School staff have had training in a variety of areas and where a need for training is required the appropriate agency is contacted to support staff in school or appropriate course attended.

The SENDCo attends Local Authority training to keep up to date with local and national SEND issues.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The School Governor for SEND has attended the appropriate governor training courses, is kept informed of future developments and attends refresher training.

SEN INFORMATION

Lanchester EP Primary School presents its SEN information in three ways:

- by information placed on the school website which can be found at www.lanchester.eschools.co.uk
- by following the link from the school website to the local authority's Local Offer website;
- through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, parent/carers may visit the school by appointment to use IT facilities to view the school and Local Authority websites.

ACCESSIBILITY

Lanchester EP Primary School publishes its Accessibility Plan on the school website. This information can be found in the policies section. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at https://www.durham.gov.uk/localoffer

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action with the child's class teacher. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

A copy of Lanchester EP Primary School's Complaints Policy can be obtained from the School Office.

Contact details for raising concerns

The child's class teacher should be consulted first with any concerns. All class teacher email addresses are published on the school website.

The SENDCO can be contacted by phoning the school office on 01207 520436 or by emailing s.mcloughlin@lanchesterep.net

If these concerns have not been satisfactorily resolved by the SENDCO, parents/carers can contact the Head Teacher by phoning the school office on 01207 520436 or by emailing j.davis@lanchesterep.net

The local authority local offer

Our contribution to the local offer is: http://www.countydurhamfamilies.info/kb5/durham/fsd/service.page?id=ZCG8sQXKaKM

Our local authority's local offer is published here: https://www.durham.gov.uk/localoffer

Policy review

This policy has been adopted and approved by the governors and the whole school community. It is reviewed, approved and adopted annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime it is reviewed as necessary by the owner of the policy and the Head Teacher. Any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the Governing Body and the whole school community, with details included in the school newsletter. The policies master record index is updated to reflect the dates of the last and next review, and the owner of the policy. It is available on the school website, and a printed copy can be obtained by request from the school office.

Reviewed: September 2026

Approved: October 2026

Adopted: October 2026

Please refer to other related Policies:

Supporting Children with Medical Conditions

Accessibility Policy and Action Plan

Equality Policy and Objectives

Child Protection Policy

Agreed by Governors: October 2026

Next review date: September 2027