Special Educational Needs Policy

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Infant and Junior Schools

Review Cycle: Annual

Responsible for Review: LGB

Next Review Date: September 2027

Policy Statement

The Federation believes that all children are entitled to an education that enables them to achieve their best and become confident individuals. We recognise that each child is unique and our aim is to support all our children to ensure that the necessary provision is made for any child with a special educational need.

Our guiding principle is one of Inclusion and we aim to provide high quality teaching and learning for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This means treating all pupils as individuals and ensuring that they have the required provision to achieve the best possible progress.

This Special Educational Needs & Disability policy details how we ensure that the needs of all our pupils with special education needs are met.

The school has an accredited SENDCo in charge of all Special Educational Needs and/ or Disabilities.

Definition of Special Educational Needs

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (section 6.15 Code of Practice, 2014).

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.

School Aims

- To work closely with parents and to involve them fully in decisions made about their child's education and to develop and maintain partnerships and high levels of engagement with them
- Where appropriate, to ensure that we take the views of the pupil into account when planning and evaluating their Special Educational Needs & Disability provision
- To promote inclusion to help create an inclusive and nurturing community
- To foster self-esteem in each child, valuing their unique worth not simply their academic ability and raise their aspirations and expectations
- To ensure that arrangements for special educational needs satisfy statutory requirements as set out in the Code of Practice 2014
- To ensure through differentiation and a variety of teaching styles, that all children receive a broad and balanced curriculum relevant to their individual needs
- To provide specific forms of support and structured teaching interventions through a graduated level
- To manage Special Educational Needs & Disability staffing and resources effectively and efficiently
- To ensure that all staff work in partnership with the Inclusion leader to identify, assess and provide for all children
- To effectively monitor children's progress
- To manage the specialist support offered by outside agencies
- Where appropriate, encourage the involvement of the child in decisions about his/her educational provision

Admissions Arrangements

Admission for pupils with SEND is in line with the whole school admission policy. The Federation admits pupils with a range of special needs including those with physical disabilities. The Federation aims to include all pupils with a special educational need but also has an additional duty to ensure this is compatible with the efficient education of others.

Special Facilities

The Federation has a range of designated areas to support pupils for various needs and reasons. We have large pastoral spaces called the Olive Branch and Tree house which are used to support Social, Emotional and Mental Health needs. Each year group has access to a calming area for all pupils to access when required.

The Federation has access to a room for physiotherapy and medical needs. The Federation has a disabled toilet with a changing bench and allocated parking space for disabled users. Lifts are installed.

Sloping boards and pencil grips are available for those children with poor hand control, along with a range of resources used to develop fine motor skills. Laptops and tablets are available as well as voice reordering devices to provide alternative recording methods.

Quiet areas around the school are used for individual or small group interventions including speech and language programmes. The school has specific TAs, who run individual or small group programmes.

The Local Authority and health services can provide children with visual or hearing impairments with a variety of technical support aids and training for school staff to support these pupils in the mainstream classroom.

Staff Roles and Responsibilities

Every teacher is a teacher of SEND and have a responsibility to support their education in class. The Code of Practice, 2014, section 6.36 states: *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.* Quality first teaching is essential in ensuring progress and the guidance is in place for all pupils.

The Role of the Class Teacher:

- To provide quality first teaching to optimise learning opportunities for all
- To provide interventions (programmes that target and support specific groups) for children who need extra support to meet national expectations.
- To swiftly identify pupils with SEND in their class
- To discuss their concerns with the TA, Year Leads, SENDCo and Executive Headteacher
- To update and make use of the school's tracking and record keeping systems to identify gaps in knowledge and plan accordingly
- To ensure that IEP targets are Specific, Measurable, Achievable, Realistic and Timed (SMART)
- To follow the targets and provision set out in an Education, Health and Care Plan (EHCP)
- To discuss targets with pupils and their parents during parents' evening
- To provide a differentiated, cross-curricular programme for all pupils including those with additional need
- To add/update information on the provision checklist to outline resources and support for pupils
- To work with outside agency support as appropriate
- To implement suggested strategies, resources and interventions within classroom provision

The Role of the Teaching Assistant (TA):

The school employs Teaching Assistants to support the teaching and learning of all pupils in the classroom and deliver intervention programmes. Working alongside the class teacher and SENDCo they:

- Support the differentiated curriculum in Maths, Literacy and Reading
- Under the direction of the teacher, teach and assess intervention programmes
- Keep records relating to pupils' progress for interventions
- Work alongside teachers to ensure children apply their learning in intervention programmes back in class
- Support and observe children in class as appropriate
- Create, store and maintain resources for SEND children
- Are aware of the need for professional discretion
- Undertake any other work deemed appropriate by the SENDCo or Executive Headteacher

Specially trained Teaching Assistants (TAs) also provide support in reading and writing; Precision Teaching for English & Maths; social and emotional pastoral support; physiotherapy support; speech and language support (including individual sessions); booster sessions for groups and individuals.

The Role of Parents:

- To meet regularly with class teachers and when appropriate with the SENDCo
- To support the work of the school
- To engage and work collaborative with the school
- To provide key information, when required, to support referrals and official documentation to contribute to the whole picture of the child
- To work with SEND staff to ensure that children feel well supported, confident and have high self- esteem
- To sign the Individual Education Plans (IEPs) to show they understand and support the targets and actions once a term

The Role of the Special Educational Needs Co-ordinator (SENDCo):

- To take responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for including all pupils in the school
- To liaise with the class teachers and teaching assistants in assessing children's needs
- To liaise with external agencies, support services, other schools and the Local Authority (LA)
- To collate evidence of the needs of SEND children through the SEND register and inform the Governors about the information
- To advise colleagues on strategies and Individual Education Plans (IEPs)
- To liaise with parents of children with SEND where appropriate
- To monitor the progress of individual children and oversee programmes of work/ interventions
- To review and update resources for SEND
- To train and monitor the work of the Teaching Assistants (TAs)
- To ensure that the needs of SEND children are reflected in the School Improvement Plan
- To complete all statutory duties as outlined in the SEND Code of Practice 2014
- The SENDCo is also a Designated Safeguarding Lead (DSL)

The Role of the Executive Headteacher:

- To be responsible for ensuring that national requirements are met
- To monitor all the work of those involved with SEND children
- To ensure that the principles of best value apply to the financing and resource allocation for SEND

The Role of the Governing Body, including the SEND Governor:

- To do its best to ensure that the necessary provision is made for all pupils
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs
- To consult the LA and the governing bodies of other schools, when necessary or desirable to improve the school's SEND policy
- To ensure that a pupil with special educational needs join in the activities of the school, so far as is reasonably practical
- To report to parents on the implementation of the school's policy for pupils with special educational needs
- To have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs
- To ensure that parents are notified of a decision by the school that additional provision is being made for their child

The SEND governor will have termly visits, meetings and monitoring days across both schools.

Identification of Need

Many children, at some point in their school life, may be identified as having special educational or additional needs. This may mean that they need some extra support for a short while on a temporary basis, or their needs may require help on a longer-term basis.

Under the SEND Code of Practice, need is categorised into the following four broad categories.

1. **Communication and interaction**

   Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. **Cognition and Learning**

   Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The SENDCo maintains a register of children with a Special Educational Need. The statutory definition of Special Educational Needs determines whether a child is placed on the SEND register.

Supporting pupils with Medical Conditions

In line with the Equality Act, as a school we make reasonable adjustments to support a pupil with additional medical needs. This could be through adaptations to the environment, programmes followed which have been provided by medical professionals. A medical need does not necessarily mean a Special Educational Need.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan (section 6.11, Code of Practice, 2014).

Monitoring and Early Identification:

Teachers will continually measure a child's progress by:

- Monitoring their performance as part of ongoing observation and assessment
- Their outcomes from the Early Learning Goals at the end of the Foundation Stage
- Their performance in the phonics screening check at the end of Year 1
- Their SATs / teacher assessments at the end of a key stage 1
- Their progress against the end of year expectations, as detailed in the 2014 National curriculum
- The gap analysis system used by the school for tracking end of year expectations
- Individual Education plans targets and provision checklists
- NTS Tests in KS2
- Dyslexia screening assessments

- Checklists and targets provided by external agencies

The Federation believes that it is early identification and support that is vital to a child reaching their potential. Rigorous termly data progress meetings are held to analyse the progress of each child.

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These meetings seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by:

- Progress which is significantly slower than that of their peers starting from the same baseline
- Progress which fails to match or better the child's previous rate of progress
- Progress which fails to close the attainment gap between the child and their peers
- Progress which widens the attainment gap

In addition, children may be discussed who present with:

- Persistent social, emotional or mental health difficulties
- Sensory or physical problems and continues to make little or no progress, using specialist equipment
- Has communication and / or interaction difficulties

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals (section 6.38, Code of Practice, 2014).

Assessment, Provision and Record Keeping:

The SENDCo will maintain an up-to-date register of children identified as having a Special Educational Need. Regarding assessment and provision, the new guidance as set out in the Code of Practice 2014 is followed.

Where a pupil is identified as having Special Educational Needs, schools should take action to remove barriers to learning and put effective special educational provision in place. This Special Educational Needs support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (Section 6.44, Code of Practice, 2014).

The Graduated Approach

Assess: In identifying a child as needing Special Educational Needs support, the class teacher working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing (section 6.45, Code of Practice, 2014).

Plan: Parents must be formally notified that their child is having additional support. The teacher and the SENDCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear

date for review. The information given at this meeting will be recorded on a provision map and a log of the structured conversation that took place at the meeting (section 6.48, Code of Practice, 2014).

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher if requested for further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support (section 6.52, Code of Practice, 2014).

Review: The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date set on the provision map. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps (section 6.53, Code of Practice, 2014).

Confidentiality is vital and to be respected at all times.

Appropriate support is planned for and carried out. Progress is carefully monitored as part of the Plan-Do-Review cycle. An IEP and provision checklist will be written detailing the support that is planned and it will be reviewed with the child and the parents termly.

Intervention programmes across the Federation include:

- Number sense (Maths)
- Precision teaching (English & Maths)
- Paired reading, Project X, Read Write Inc Phonics (Reading)
- Speech and Language
- Social and emotional pastoral support
- Learn To Move
- Sensory Circuits

Children who are receiving agency support for a special educational need or disability at the time of school entry or require support for Speech and Language will be placed on the SEND register and their progress monitored accordingly.

Children who have been assessed to be working below the overall standard of the national curriculum levels, with tests and teacher assessments, will use the pre key stage standards to determine their levels, abilities and progress.

The pre-key stage standards are provided for the statutory assessment of pupils who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Pupils working below the pre key stage standard will use the engagement model to demonstrate levels, abilities and progress.

Children are not added to the SEND register where they have not made progress as expected and are simply underachieving. Other factors may also impact on progress and attainment and do not constitute a special educational need including:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Behaviour

In such situations, Quality First Teaching is the most effective means of meeting the child's needs. This is equally so where behaviour, emotional or social concerns can be addressed through the school's behaviour policy and physical and sensory needs can be addressed within normal classroom provision.

Provision

The Federation has provision menu which provides details of the additional support a child can access as part of the class alongside the quality first teaching (see appendix A).

Pupils on the SEND register may have a provision checklist which is an 'at a glance' way of showing the range of provision and resources in place to support them. This is a running record and the success of the resource is evaluated over time. These items are also listed on the IEP.

There is also has an intervention menu outlining the interventions available across the Federation (see appendix B).

Support of Outside Agencies

If a pupil does not make sufficient progress, despite receiving an individualised programme, the SENDCo and class teacher may feel that there needs to be a request for help by external agencies. This will be done through a referral for:

- Outreach Services from local specialist schools (Winchelsea, Montecute, Longspee, Linwood)
- A Speech and Language Assessment (SaLT)
- An Educational Psychologist
- An Occupational Therapist
- Paediatrics
- Child and Adolescent Mental Health Service (CAMHS)

Prior to any external support being requested, the parent / guardian will be fully consulted and permission sought.

Where appropriate, parents will be asked to provide additional information from home and other settings, which would support requests.

The support of local charities can also be accessed to support pupils and families of those with specific needs (e.g. Autism Wessex) or to help deal with loss and bereavement (e.g. Mosaic).

School request for a statutory assessment

If a child demonstrates a significant cause for concern the SENDCo, will request a statutory assessment by the Local Authority (LA). Parents will be fully consulted. The school will follow the policies and procedures of the LA and SEND Code of Practice. Written evidence from the teacher, external agencies, parents and child will be assembled by the SENDCo to support the request. The following criteria are used to guide such decisions:

- The child continues to make little or no progress in specific areas over a longer period of time.

- The child is working significantly below an expected level for their age, despite appropriate provision being put in place.
- The child continues to have difficulty in developing English and mathematical skills
- The child displays social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme
- The child has sensory or physical needs requiring specialist equipment or regular advice and/or visits by a specialist service.
- The child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The evidence will be reviewed by an independent panel within the LA who may issue an Education, Health and Care Needs Assessment (EHCNA).

Education Health and Care Plans

The LA may decide that to meet the child's special educational needs, an Education Health and Care Plan (EHCP) is required. This is a formal document detailing the child's learning difficulties and the help that will be given. If an EHCP is agreed, the school will ensure that appropriate, short-term targets are recorded on the IEP and shared with parents and the pupil. Advice concerning provision and specialist equipment or support will be followed and the SENDCo will be responsible for:

- Working with the Local Authority and outside agencies to implement the EHCP
- Monitoring provision in accordance with the plan
- Reviewing the plan on an annual basis in accordance with the 2014 SEND Code of Practice, requesting advice from: the child's parents, representatives of the LA, other professionals involved with the pupil. Wherever possible the pupil will be actively involved through a child-centred review to celebrate their achievements and set appropriate targets.

Annual Reviews

Annual reviews for children with an EHCP of special educational needs take place annually unless the child is below the age of 5 in which case they will take place every 6 months. The annual review of a pupil's ECHP ensures that at least once a year the parents, the LA and the school, and all of the professionals involved, consider both the progress the pupil has made over the previous period and whether amendments need to be made to the description of the pupils needs or to the special educational provision specified in the plan. It is the job of the SENDCo to ensure that:

- Written advice is requested from
    - Parents
    - Anyone specified by the authority
    - Anyone else that is considered appropriate (key adults, class teacher)
- Copies of all advice is circulated to all those invited to the annual review at least 2 weeks before the date of the meeting
- Invitations for a meeting are sent to

- Parents/carers
- SENDCo
- LA representative
- Any professionals currently involved with the pupil

A final report, following the annual review, is sent to the local authority within two weeks of the meeting taking place.

Any written advice will be used as the basis for the discussion at the review meeting. The meeting should relate to the child's progress towards meeting the objectives in the EHCP; the progress the child has made in their behaviour and attitude towards learning; the continued appropriateness of the EHCP and placement and any amendments to the EHCP.

See Special Educational Needs Code of Practice 2014, Section 9 for further information.

Evaluating Success

We will evaluate the success of the SEND policy and practice by:

- The percentage of children on the SEND register per class, decreasing as classes move up through the school
- The number of children meeting the age expected outcomes at the end of the year or showing significant progress towards them increasing
- Pupils meeting their IEP targets or showing significant evidence of progress towards targets at the IEP reviews
- On-going teacher and TA observations of the child in the daily classroom setting
- Differentiated short-term planning by the class teacher to meet the child's needs
- Records and evidence of the child's work showing progress towards curriculum objectives
- Discussion at an appropriate level with the child about their progress
- Discussion with parents about the child's progress
- Discussion with outside agencies about the child's progress
- Successful requests for additional funding.

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children as early as possible
- Making use of good practice in planning for, teaching and assessing children
- Regular review of the child's progress against targets set
- Providing additional intervention if progress is not adequate
- Having an EHCP if appropriate
- Considering the wishes of the child at an appropriate level
- Having a positive and effective partnership with parents

Partnership with Parents

The Federation recognises that the relationship between parents and the school has a crucial bearing on the child's educational progress and the effectiveness of any school based action. Each school will provide:

- Discussion for individual needs of children
- Opportunities for meetings with key staff
- Information sessions for children new to school in the Foundation Stage and entering Year 3
- Information sessions for different areas of school curriculum
- Parent /Teacher consultations in autumn and spring term
- Annual reports in summer term
- Optional Parent/Teacher consultations in summer term
- Support from outside agencies if needed
- Annual Review meetings for EHCPs

Resource Allocation

Local Authority Funding

A proportion of funding for children with special educational needs is financed by the Local Authority based upon the Special Educational Needs formula.

Pupils with an Education, Health and Care Plan are supported by central funding.

School Funding

An amount of money is allocated from each school's budget to maintain:

- Time allocated to the SENDCo
- Teaching Assistant provision
- Upgrade and renewal of specialist resources

Staff Development

Staff will attend training courses appropriate to need. This will be determined by:

1. Needs arising from intake of child/ren
2. Needs arising in school through review/ evaluation
3. School Development Plan priorities
4. Availability of funding
5. Individual requests

The SENDCo will liaise with other schools and keep up-to-date with new initiatives and government policies.

A transition meeting or telephone consultation will be held to share information regarding any child with Special Educational Needs who transitions to another school. The SENDCo will instigate this meeting.

At least half termly meetings take place with the SENDCo and Teaching Assistants. These meetings include training to meet pupils' needs.

The voice of the child

- Teachers are given time termly to review and update IEPs and provision checklists and share these with the child. Books are reviewed to inform their discussions.
- Assessment for Learning approaches are used so children review their achievements and plan the next steps in their learning.
- Pupils with an EHCP are involved in the review process through a child-centred approach.

School trips, clubs and extra-curricular activities

We will strive to ensure all pupils are able to access and join with the extra-curricular activities and clubs. Reasonable adjustments will be made to support this. Discussions with parents regarding best practice and adjustments for pupils to attend trips and residential will occur, as well as contact with the location and trip provider will occur if required.

Links with Other Schools and Transfer Arrangements

- Staff visit the pre-schools who transfer children to the Federation, to discuss individuals. They also receive documents which show progress in the Foundation Stage. Home visits are made to meet children and families in their own environment.
- Extra pre-school visits, focusing on individuals are made where beneficial and a transition book is created.
- Links with the secondary schools in the area are firmly established and they are invited to the annual review meeting of any pupil in Year 6, in order to plan transition carefully.
- All pupils' records are forwarded to the transitioning school.
- The year 6 teachers meet with secondary staff to discuss individuals and the SENDCo liaises with the secondary SENDCos.
- Visits are made by secondary staff and pupils to see our children and by our children to see the secondary school and staff.
- Extra visits for children are arranged as appropriate.
- External agencies liaise with schools when children with special or additional needs transfer, to ensure continuity of support.
- Additional transition opportunities, from the infant to junior school, for those who may require are available
- Transition booklets are made in preparation for a new year, class and teacher for those who require them

Links With Other Agencies, Organisations and Support Services

The Federation maintains good working relationships with a range of outside agencies, organisations and support services:

- The School Nurse: The school nurse carries out healthcare interviews for children in year R. The school nurse is also available to discuss health-related issues regarding specific children.
- The Educational Psychologist (EP): The EP works with the SENDCo and school staff to ensure the best provision for referred children. The EP consults with the class teacher, parents and the SENDCo and helps form action plans.

- NHS Speech Therapist (SALT): The speech therapist visits the school to assess and monitor children following a speech programme in school. They offer advice to staff about children with speech and language difficulties and sets up and reviews speech and language programmes where necessary.
- Physiotherapists: The physiotherapist can visit the school to support specific children. They can liaise with TAs who carry out the programmes which are monitored by the SENDCo.
- Occupational Therapist: The occupational therapist visits if there is a specific child who needs support. They will devise and review programmes with the TAs, teachers, parents and the SENDCo.
- Outreach Support Services from Special Schools: We have links with Winchelsea, Montactute and Longspee Special School.
- Advisory Teachers: Advisory teachers will be asked to visit the school to support children with specific needs. They assess children's progress and advise the staff, the parents and the children. Previously we have been supported by the Advisory Teachers for visual and hearing impairments.
- Family Outreach Workers: Support can be accessed from these services if a family is struggling or there are safeguarding concerns.
- Charitable organisations, e.g. Young Carers, Mosaic, Starfish: Support can be accessed from these services to support the family or pupils.

Local offer and support for families

Please see the SEND information report and school website for details of the local offer and signposts family support.

Discussion of Concerns

The class teacher is the first contact for any discussion regarding a pupil. Meetings with the class teacher can be organised, as well as those with the SENDCo too if required.

Parental Complaints

Any grievance or complaint should be addressed following the Federation's complaints policy.

Storing and Managing Information

SEND records are managed, stored and disposed of in line with the Federation's policies on information management and in accordance with GDPR. SEND records are stored electronically on the school's secure network and are only accessible to the staff that require them. All confidential paper records are stored in a lockable room and are transferred to the receiving school when a pupil transitions. All confidential paperwork is shredded prior to disposal.

Reviewing the Policy

The SEND policy is reviewed annually. School staff are consulted through TA and staff meetings. The SEND Governor also contributes on behalf of the Governing Body.

Appendices

Appendix A **Livingstone Road Primary Federation**

Provision Menu

COGNITION AND LEARNING
Pre teaching of specific, subject led vocabulary
Key word mat or visual available
Task board used to break down instructions into manageable chunks
Sort tasks with fast pace to maintain attention
Regular 'brain breaks' or attention and flow activities
Sequencing activities
Use of consistent visuals or symbols for processing
Alternative use of recording; diagrams, mind maps, alternative technology
Use of a range of writing frames to aid organisation
Use of IT programmes / Apps to reinforce learning. E.g. Education City / Phonics play etc.
Use of whiteboards to support short term memory, notes / spellings / ideas
Content that reflects personal interest and age
Text presentation – bullet points / clear font / uncluttered
Use of a range of pictorial prompts to aid understanding and meaning
Use of barrier games to support short memory
Use of closed questioning to reduce writing and demonstrate understanding
Repetition and overlearning to embed skills independently
Explicit modelling from staff to scaffold tasks
Use of concrete materials to manipulate
Good location of pupil / proximity to teacher or support
Individual workstation provided as well as small group place

COMMUNICATION AND INTERACTION
Use of visual symbols to help process verbal information
Use of directional language, rather than questioning
Use of personalised scripts to aid processing
Repeating of scripts and prompts rather than over communicating
Prearranged prompts for active listening (schedule/prompt card/symbol)
Visualisation of key words – picture cues
Concrete materials to aid multi-sensory approaches to spoken language
Checklists and task lists – adapted with visual symbols & cues
Explicit, individualised modelling of expectations and 'what a good one looks like'
Non–verbal or visual feedback in place to show something has been understood
Prompt cards to support question words (who, where, when and what)
Access to a consistent talk partner to encourage verbal responses
Access to distraction free workstation
Home/School word book of new vocabulary for home reinforcement
Communication to all staff of preferred method of communication
Use of PECs
Word wall in class which is visually reinforced
Personalised washing line of vocabulary that is subject specific

SOCIAL, EMOTIONAL AND MENTAL HEALTH
Visualisation of code of conduct, school values, targets and rules for referral
Removal from whole class 'ladder' if on personalised behaviour programme
Calming background music if appropriate
Positions of responsibility given to increase self-esteem
Regular brain breaks and legitimate moving around activities
Kinaesthetic learning activities and practical experiential activities
Use of comment cards to minimise calling out
Provide alternative seating for carpet times
Legitimate 'fiddle toys' for inputs and times of extended talking
Not extending times of work – stick to set times so pupil can stop
Chunk instructions and support with visual cues
Allocate more than one space within the class to allow pupil to move without asking
Stick to visual sand or digital timers
Personalise work to reflect personal interests of the pupil
Keep instructions short, precise and positive
Visual timetables and task lists to depersonalise from demands
Range of simple, accessible activities to use as calming activities
Home/school positive communication book
Safe space available in school for times of high anxiety

SENSORY AND PHYSICAL
Ensure seating in relation to smartboard is at appropriate eye level etc.
Smartboard colours / brightness contrast to be optimised for pupil
Position away from windows etc. where light can reflect and dazzle
Sit away from artificial lights sources, natural light may be more comfortable
Find most appropriate font sizes and styles to suit pupil
Provide alternatives to whiteboards to reduce eye strain – matt photocopies
Repeat contributions from other pupils – their voice may be softer and speech unclear
Keep key words close at hand for introductions and conclusions
Allow free movement to support coordination
Allow plenty of space for pupil at desk. Ideally, a double table for one pupil
Seating should allow both feet of pupil to be flat on the floor for grounding
Desk at elbow height or provide a desk slope
Larger lined paper to accommodate large handwriting
Paper weight or tape to avoid pupil having to hold paper
Range of pencil grips available to pupil
Additional time given to pupil to complete tasks
Use of ICT for alternatives to handwriting

Appendix B **Livingstone Road Primary Federation - Intervention Menu**

Stage	Provision required	Interventions
1	Universal provision	
2	Early intervention support	**Interventions to be used freely by teachers as part of High-Quality Teaching** • Ind. readers (as required) • Read Write inc. (Infants & Y3) • Number sense • Friendship/Social Skills group • Classroom Recommendations (SALT) • Sign along
3	Targeted, additional support	**Interventions run individually or in small group – Planned, Targeted and Tracked** • Project X (Junior) • Read Write inc. (Infants & Y3) • Number sense • Power of two (Junior) • Lego Therapy • Sand Therapy • Learn to move • Mosaic • Forest Schools • ELSA • Hamish & Milo
4	Targeted, intensive additional support	**In-school or Outside agency interventions** • Winchelsea - Outreach • Montecute - Outreach • Longspee – Outreach • Hearing and Vision support services • Educational Psychology • Vision and Hearing services • NHS Speech and Language Service • Play therapy
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.	**Alternative Interventions Identified through EHCP** • Alternative provision • Therapeutic interventions • Heath Care provisions • CAMHS