

Lewis Street Primary School – Special Educational Needs & Disability Policy (SEND)



Date	Autumn 2023
Review Date	Autumn 2024
Signed by Designated Governor	

The special educational needs coordinator (SENCO) is knowledgeable and manages the provision effectively. Support activities are well targeted and the SENCO evaluates them regularly to check their effectiveness. The large majority of pupils with SEND make good progress from their starting points. The work of the SENCO makes a valuable contribution to this progress.

Ofsted, May 2019

Provision for disadvantaged pupils and those with SEND is exceptionally well led. This ensures that Lewis Street is an inclusive school where all pupils have equal access to the curriculum and wider opportunities. There is a shared accountability for the provision for pupils with SEND, involving all staff and parents. Due to well established routines and adapted resources and teaching strategies, pupils who are in the disadvantaged group and those who have SEND know what is expected of them and are keen and ready to learn. Staff are adept at adapting aspects of the curriculum to meet the needs of individuals. LSAs are a highly prized workforce, and they work with individuals and groups, using bespoke resources to reinforce understanding, raise self-esteem and enable success.

Quality Assurance Review - Challenge Partners, Feb 2023

What is SEND?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Code of Practice 2015

Aims and Objectives

At Lewis Street we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- All teachers are teachers of SEND;
- To be included is to feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child’s education;
- All children should have equality of opportunity in all aspects of their education;

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- All children should be given opportunities to meet their full potential;
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children should have access to a differentiated, first hand curriculum which meets individual needs;
- All children, staff, families and stakeholder should be part of the Lewis Street family and adapt our inclusive ethos.
- That children with SEND and/or a disability should not be treated less favourably.

Named Staff

The Executive Head Teacher	Mrs Wendy McCormack
Head of School	Ms Claire Kinch
SEND Coordinator (SENDSCO)	Miss Charlene Skeels
SEND Team	Mrs Trudie Ottiwell
SEND Governor	Ms Kether Mathers

Initial Concerns

Class teacher has a concern about a child. A log is kept and this evidence is shared with the SENDSCO after six weeks. If the concern still exists and evidence is thorough, the child will be placed at the initial concern stage on the register of additional need.

Band A

When a class teacher identifies that a pupil has an additional need, the class teacher provides wave 2 interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering a differentiated curriculum. An IEP will be devised with smart targets. All targets should, be achievable in a half term. Class Teachers, the SENDSCO and SLT are responsible for deploying LSA support effectively to support the need.
- SENDSCO will take the lead in:
 - Any further assessment of the child;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

Band B

- SENDSCO and class teacher, in consultation with parents, ask for help from external agencies
- Class teacher and SENDSCO are provided with advice or support from outside specialists
- Additional or different strategies to those at School Action are put in place, wave 3 interventions. An IEP will continue to be used.
- SENDSCO should take the lead in:
 - Ensuring advice given from external agencies is taken on and evidenced in the IEP;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

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Band C (Band C – G + Special Band)

In a small number of cases it may be appropriate for the LA to provide additional support to meet the needs of SEND children through the statutory assessment process. This is called an Education, Health and Care Plan.

Quality First Teaching

At Lewis Street we have identified a number of vulnerable populations, of which SEND is one. We strive to ensure that all of these groups of children reach their full potential and employ specific strategies to help them achieve and to remove the barriers to their learning shown below. We also pay due regard to the recommendations made in the Salford LA ***Guidance for Practitioners*** Documents (*see Appendix 1 & 2*)

Dyslexia Awareness

- Dyslexia Friendly (DF) Walkthroughs as part of environment walks;
- All staff trained on DF approaches and practise;
- All Year 3 children and new arrivals screened;
- DF Resources available in Years 3-6
- Cream paper used for all purposes, including parental letters;
- School environment is DF;
- Information evening and assembly used to raise awareness.

Cared for Children (CFC)

- Cared for Children (CFC) Policy;
- PEPS;
- Head Teacher Designated Person;
- Children and Families Officer in place;
- Cared for Child (CFC) Register;
- Welfare Forms completed by Class Teacher and Children and Families Officer for every review;
- SIMS & CPOMS Welfare Records;
- Families of concern on weekly staff meeting agenda.
- Place 2 Be Counselling Service

SEND

- SENDCO in post and Lead Teacher in The Leaf;
- SEND Register & Provision Map;
- SEMH Resource;
- LSA's assigned to need, not classes;
- Children with SEND, are identified on Achievement for All Progress Grids termly and the same expectation as non-SEND pupils.
- Educational Psychologist Carla Tomlinson, SLA Silver (1 child per term)
- NHS Buy-In SALT screening for Reception cohorts, TALC interventions in place.
- WELLCOM in place in Nursery.

What is Quality First Teaching at Lewis Street?

Vulnerable Children (VC)

- Executive Head Teacher is the DSL, Head of School and Children and Families are Deputy DSL
- Safeguarding Policy;
- Full time Children and Families Officer;
- Attendance and Punctuality Policy;
- Attendance Panel Meeting with Children and Families Officer, Phase Leader and Education Welfare Officer;
- Place 2B Counselling Service on site 2 days weekly; specific Project Manager.
- SIMS & CPOMS Welfare Records
- TAC, CIN and CP meetings represented.

Medical

- Register of children with medical conditions;
- Asthma Policy/Boxes;
- Medical Conditions Policy;
- Liaison with School Nursing Team & Health Visitor Team;
- 20 First Aiders Accident reporting system in place;
- Administering Medication reporting system.
- Intimate Care Policy in place.

English as an Additional & Second Language (EAL/ESL)

- Race, Equality & Cultural Diversity Policy;
- EMTAS support with initial assessments and on-going weekly input.

Interventions and Resources to support children with SEND

**Communication
& Interaction
(C&I)**

- NHS Speech & Language Therapist in school half termly, SLA with NHS
- 18 staff completed ELKLAN training;
- All Nursery and Reception children TALC assessed; Buy in SALT Service half termly.
- Speech & Language referrals to NHS completed;
- Good relation Learning Support Service for ASC
- Language rich learning environments;
- Visual prompts and scaffolds used
- Nursery Teacher trained in WELLCOM, this is used to track Nursery cohort.

Sensory/Physical Needs (S&P)

- Sensory room used consistently for pupils with identified needs;
- EVAC chair in Phase 2 and 3 building;
- All buildings accessible to all children;
- Disabled toilets available;
- Lift allows access to Phase 2 and 3;
- First hand learning experiences offered to all children;
- Multi-Sensory resources;
- Health and safety signs are reflective;
- Fire alarm sounds and lights flash;
- Ramp access to Office and Foyer.

Social, Emotional and Mental Health (SEMH)

- The Leaf SEMH Resource – 6 place ERP;
- Our Partnership are the only schools in Salford who have achieved the Nurture UK Award,
- PIT Team Lead is employed by Lewis Street Primary and supports all Salford Primary schools with SEMH support for pupils , and staff via CPD.
- Relationship & Behaviour Policy that focuses on positive and learning.
- Positive Reinforcements and restorative practices are used to unpick presentation and difficulties.
- Pastoral Care is a whole school ethos; Place 2Be, Place 2Talk.
- Silver Accredited Emotionally Friendly Schools Award in 2023
- CORDS being implemented in September 2023;
- CAMHS I-Reach on site 0.5 days per week and Play Therapist on site 1 day weekly, working 1-1 with children.

How is SEND supported at Lewis Street?

Commitment to effective staff deployment. LSA's deployed to support in class and interventions

Cognitive & Learning Needs (C&L)

- Interventions and quality first teaching strategies used;
- English, Maths and Vocabulary Pre and Post Teach groups
- Read, Write, Inc Phonics. Catch Up Phonics. Reading Leader tracks progress forensically;
- SEND differentiation in class, identified on planning;
- Multi-Sensory teaching strategies;
- Educational Psychologist Carla Tomlinson;
- Referrals to external agencies and for statutory assessment
- Dyslexia Friendly practise used in classrooms.
- Working relationship with LSS who support via referral with children with moderate and severe learning needs.

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Specific Resources currently available to support children with SEND

- 23 LSA's, 8 of which support specific SEND or group SEND need;
- The Leaf Resource Provision to support children with SEMH needs;
- Place 2B Counselling Service on site 2 Days per week; 12 1-1 weekly counselling slots available and Place 2 Talk Drop in sessions offered on a self-referral basis;
- Dyslexia Friendly Screener (GL) and resources available in Year 3 to 6;
- Access, assessments and reviews with EP, ACE, PIT, SALT (Buy in and NHS), LSS and VI & HI teams;
- Interventions used include Speech and Language TALC, RWI and WellComm. We also offer a number of therapeutic interventions including Managing Emotions and Raising Self Esteem and Self Confidence, alongside outdoor interventions such as Where The Wild Things Are (ERP) and Fishing (Year 5)

Transition

For pupils who have an EHCP preparation for transition and an annual transition review will be held every year and as children move from Phase to Phase.

Phases are organised as follows:

- Phase 1 – Nursery, Reception and Year 1 (Phase Leader – Mrs Helen Sherwin and Miss Adele Smith)
- Phase 2 – Years 2 and 3 and 4 (Phase Leader –Mrs Trudie Ottiwell and Miss Sophie Hornby)
- Phase 3 – Years 5 and 6 (Phase Leader –Mrs Tracey Rogers)

Role of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy;
Co-ordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Initiate and conduct annual statutory review meetings.

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Continued Professional Development (CPD)

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. This academic year we are focusing on Renewing Nurture Award and implementing CORDS (an intervention tracker using SDQs)

School's Complaints Procedure

Please refer to the school's Complaints Policy.

Supplementary Information

This policy should be considered alongside the following school policies:

- Admissions & Exclusions Policy
- Relationship & Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy

Acronyms

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs and Disabilities Coordinator

SLT – Senior Leadership Team

LSA – Learning Support Assistant

EP – Educational Psychologist

LSS – Learning Support Service

SALT – Speech and Language Therapist

PIT – Primary Inclusion Team

VI – Visual Impairment

HI – Hearing Impairment

ACE – Autism Communication Education

TALC – Test of Abstract Language and Comprehension

RWI – Read, Write, Inc Phonics

EMTAS – Ethnic Minority Traveller and Achievement Service

ERP – Enhanced Resource Provision