



Lime Tree Primary School

SEND Policy

Approved by	Full Governing Body
Reviewer	SENCo M. Lowery
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This policy was developed in consultation with the SENCo and representatives from the school community. It has been approved by the governing body.

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN Information report
6. Our approach to SEND support
7. Expertise and training of staff
8. Links with external professional agencies
9. Admission and accessibility arrangements
10. Complaints about SEND provision
11. Monitoring and evaluation arrangements
12. Links with other policies and documents



1. Aims

Lime Tree Primary is a school with health at the centre of all that we do - Healthy Body, Healthy Brain, Healthy Heart. We promote all of our school community - children and adults - to be responsible, aspirational and successful lifelong learners and nurture them to become confident and resilient individuals. Our learner driven culture is underpinned by research-based pedagogy, meaning teaching and learning is continually developing and improving.

We cherish kindness and seek to ensure this is shown and experienced by everyone at Lime Tree and motivate our learners to grow into their compassionate best selves.

Lime Tree Primary School is a mainstream, two-form entry primary school for children aged 4 – 11 years. We have a Specialist Resource Provision (SRP) for up to 21 children with social communication needs including Autism. We are a respectful, inclusive community, embracing diversity, equality and individuality.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain how we will communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs



3. Definitions

3.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time:

- Communication and interaction, for example, autistic spectrum disorder and language difficulties
- Cognition and learning, for example, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or attachment difficulties
- Sensory and/or physical needs, for example, visual or hearing impairments

4. Roles and responsibilities

4.1 The SENCo

Lime Tree Primary School has a dedicated full-time SENCo. This post is currently held by Marc Lowery, Assistant Headteacher in Charge of Inclusion who is working towards the National Award in Special Educational Needs Coordination. Marc can be contacted on 0208 390 9544 or by emailing senco@limetree.rbksch.org.



Responsible for:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Early identification of children with SEND alongside class teachers
- Providing professional guidance to colleagues and working with staff, parents and other agencies to ensure that both pupils who require early intervention, and pupils with SEND, receive appropriate support and high quality teaching
- 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
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up-to-date
- Monitoring the progress of pupils with SEND
- Ensuring that parents are:
 - o Involved in supporting their child's learning
 - o Kept informed about the support their child is getting
 - o Involved in reviewing their child's progress
 - o Supported through other agencies such as their GP, the local authority and local charities and support organisations

4.2 Teacher in charge of the Specialist Resource Provision

Frances Greenfield (currently on maternity leave), Nina Arnaouti and Natalie Carley hold the posts for the Teacher in Charge of the Key Stage 1 and 2 Specialist Resource Provision (SRP). Frances and Natalie teach in the Key Stage 1 Provision. Nina teaches in the Key Stage 2 provision. They can be contacted on 0208 390 9544 and emailed at admin@limetree.rbksch.org

The Teacher in Charge is responsible for children in the SRP by:

- Providing SEND provision for all pupils
- Providing high-quality teaching and learning
- Monitoring and reviewing the progress of children
- Holding annual reviews and support meetings
- Liaising with external agencies, especially the local authority and its support services
- Keeping up-to-date records of all pupils
- Providing professional guidance to colleagues and working with staff, parents and other agencies to ensure that pupils receive appropriate support and high-quality teaching



- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Holding an annual steering group
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing their child's progress
 - Supported through other agencies such as their GP, the local authority and local charities and support organisations

4.3 The Headteacher

The headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 The SEND link governor

The SEND link governor is Suzanne Cardillo-Zallo, who can be contacted via the clerk to governors on clerk@limetree.rbksch.org.

The SEND link 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 SENCo to determine the strategic development of the SEND policy and provision in the school

4.5 Class teachers

Each class teacher is responsible for:

- Quality First Teaching (QFT) that meets the learning needs of all pupils
- 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
- Writing pupil support plans for children identified as SEND and sharing and reviewing these with parents at least once each term
- Setting termly targets for children with EHCPs, towards the current end of Key Stage targets in their plan
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND

5. SEN Information Report



The school publishes an SEN Information Report on its website, which sets out how this policy is implemented in the school. It will be updated annually and as soon as possible after any changes to the information it contains.

6. Our approach to SEND support

6.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Class teachers may discuss their concerns with the SENCo, parents, the child and other staff members. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.2 Consulting and involving pupils and parents

All parents of pupils at Lime Tree are invited to discuss the progress of their children twice a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, where regular progress monitoring indicates that a pupil needs access to some additional teaching to help them catch-up, this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not evident, we will contact parents to discuss this and what we propose to help us address these needs better. From this point onwards, the pupil will be identified as having special educational needs because



special educational provision is being made; the parent/s will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an EHC plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified as having SEND, because special educational provision is being made, the pupil will be increasingly consulted about and involved in the arrangements made as part of person-centred planning.

The school will support parents by ensuring:

- The class teacher is regularly available to discuss pupil progress or any concerns and to share information about what is working well at home and school so similar strategies can be used
- The SENCo is available to meet to discuss progress or any concerns
- They are consulted when planning the focused support or when writing individual targets as part of the support plan
- The pupil support plan is reviewed each term
- All information from outside professionals is discussed directly, or where this is not possible, in a report
- A home/school contact book may be used to support communication, when this has been agreed to be useful for both parent and child
- They have access to information about local support groups, courses for parents and holiday activities that are relevant

6.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle of assess, plan, do, review, known as the graduated approach.

6.3.1 Specific small group work

The principle of early identification and intervention underpins our approach to recognising those pupils who require extra help. This is put in place, even if a special educational need has not been formally identified. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This extra support is intended to enable the pupil to catch up and is reviewed regularly.

This means:

- The class teacher will have carefully checked the pupil's progress and will have decided that there is a gap in the child's understanding/learning
- Programmes of support will be put in place on a short-term basis to help the pupil to 'catch up'
- This could be run by a class teacher or most often a teaching assistant



- Extra support could include interventions such as:
 - Colourful Semantics
 - Attention Autism
 - Phonics
 - Catch Up Numeracy
 - Catch Up Literacy
 - Precision teaching

6.3.2 School-based SEN provision - highly personalised support

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The purpose of this more detailed assessment and review is to understand the additional resources and different approaches which are required to enable the pupil to make better progress. These will be shared with parents, put into a pupil support plan which is reviewed regularly and refined/revised if necessary. At this point, if the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need and/or disability.

If the pupil makes good progress using this additional and different intervention (though would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

Personalised support and strategies may be suggested by the SENCo or specialist professionals. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school judges whether any additional support offered has had an impact on the pupils' educational progress using the Code of Practice 'Assess, Plan, Do, Review' model.

We work closely in partnership with professionals such as the Speech and Language Service, Educational Psychology, Emotional Health Service, Child and Adolescent Mental Health Service and implement their educational advice regarding individual children. The school will ask for permission from parents to refer a child to a specialist professional. The specialist professional/s will work with the child to understand their needs and make recommendations, which may include:

- Making changes to how the child is supported in class, for example, some individual support or changing some aspects of teaching to support them better
- Support to set better individual targets for the child, which will include their specific expertise
- A group run by school staff under the guidance of the outside professional, for example, a social skills group
- A group or individual work with the outside professional

6.3.3 Education, Health and Care (EHC) plan - specified individual support

This support is usually provided via an Education, Health and Care (EHC) plan. This means a pupil has been identified as needing a more intensive level of specialist help that cannot be



met from the resources available to schools to provide SEND Support. This type of support is available for children whose learning needs are complex and lifelong.

The EHC plan process involves:

- The school (or parents) requesting an EHC needs assessment from the local authority; this is an evidence based request from the intervention and support put in place during the SEND identification process
- A legal process which brings the child or young person's education, health and social care needs into a single document
- A 20-week timeframe where the local authority consults with parents, the school and professionals to decide if the child meets the criteria for an EHC plan
- The school continuing with SEND support if a child does not meet the criteria for an EHC plan
- Long and short-term objectives and a detailed provision so that the child can achieve the outcomes in the EHC plan

While the school is awaiting the outcome of the EHC plan, where possible and/or practicable, we will endeavour to provide the additional support we have identified to help meet the needs of the child.

6.3 Assessing and reviewing pupils' progress towards outcomes

The school uses Pupil Asset to track pupil progress. Every pupil in the school has their progress tracked regularly through termly accountability meetings between school leaders and teaching staff as well as through regular parent consultation meetings. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

At the end of each key stage (i.e. at the end of year 2 and year 6), the government requires all children to be formally assessed using teacher assessments and Standard Assessment Tests (SATs) and the results are published nationally.

In addition:

- Children at SEND Support will have a pupil support plan that will be reviewed with parents' involvement, every term
- Children with an EHC plan will have their progress formally reviewed at an annual review meeting with all parents, professionals and the pupil
- We will follow the graduated approach and the four-part cycle of assess, plan, do, review

The effectiveness of the school's provision for pupils with SEND is evaluated through the school's on-going monitoring cycle by the Senior Leadership Team. This includes:

- Termly pupil progress meetings
- Termly book looks
- Termly Provision Map audit



- Learning walks and classroom observations

7. Expertise and training of staff

Staff members are trained in the following:

- The SENCo is working towards the National Award for Special Educational Needs Coordination (NASENCO)
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND; this involves whole school training on SEND such as Autism and speech and language
- Training is delivered by specialist teachers in the school and external agencies
- Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class
- We have a team of pupil specific teaching assistants, class-based teaching assistants and higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision
- We have a school learning mentor who supports children individually and in small groups with their social, emotional and mental health difficulties; this staff member is also a trained ELSA (Emotional Literacy Support Assistant)

In addition, several teachers and teaching assistants have undergone enhanced and specialist training. Where a training need is identified beyond this, we will find a provider who is able to deliver it.

8. Links with external professional agencies

At Lime Tree Primary, we work in partnership with a range of professionals in order to support children with SEND.

Directly funded by the school:

- Membership to SPARK (School Performance Alliance Richmond and Kingston)
- Membership of professional networks for SENCo e.g. SENCo Forum and Behaviour Network
- ELSA support
- Additional Educational Psychology Service input provided by Headways and Achieving for Children
- Additional Occupational Therapy Support provided by Sensational Kids

Paid for centrally by the local authority but delivered in school:

- A Service Level Agreement with AfC Educational Psychology service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy Service provided by Your Healthcare
- A Service Level Agreement detailing support such as OT, EP and SALT for the school's Specialist Resource Provision

Provided and paid for by the Health Service (Your Healthcare) but delivered in school:

- School Nurse



- Physiotherapy

In addition, the SENCo can make referrals to:

- The Child and Adolescent Mental Health Service (CAMHS)
- Education Inclusion Support Service
- Social Care services

9. Admission and accessibility arrangements

At Lime Tree Primary, we strongly believe in fulfilling our statutory requirement to be an inclusive school:

- Decisions on the admission of pupils with an EHC plan are made by the local authority, in consultation with the school
- The admission arrangements for pupils without an EHC plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures. Please refer to Lime Tree Primary School's Admissions Policy for the year of entry.

The school does not allocate places within the Specialist Resource Provision. Admissions are managed by the Kingston Upon Thames Local Authority, Achieving for Children. Please visit their website for further information <https://kr.afcinfo.org.uk/>

Our Accessibility Policy and Action Plan sets out:

- the steps we take to prevent disabled pupils from being treated less favourably than other pupils
- the facilities we provide to help disabled pupils access the school
- how we will increase the extent to which disabled pupils are able to participate in the curriculum
- improvements to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- improvements to the availability of accessible information to disabled pupils

10. Complaints about SEND provision

The same arrangements for the treatment of complaints at Lime Tree are used for complaints about provision made for SEND. This is detailed in the school's complaints policy. We encourage parents to discuss their concerns initially with the class teacher and then with the phase leader. The SENCo would be available to attend these meetings if it were deemed appropriate. Then a request could be made for a meeting with the SENCo. We hope to resolve issues before involvement of the Chair of the Governing Body.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against the child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



11. Monitoring and evaluation arrangements

This policy will be reviewed by the SENCo annually. It will be approved by the full governing board.

12. Links with other policies and documents

All school policy documents can be found on the school website:
<https://www.limetree.info/about-us/statutory-information-policies>

This policy links to the following:

- SEN Information report
- Accessibility Plan and Policy
- Behaviour for Learning Policy
- Equality Information and Objectives Policy
- Medical Conditions Policy
- Complaints Policy
- Determined Admissions Arrangements Policy
- Children with Health Needs Who Cannot Attend School Policy