



St Leonard's

C of E Primary School

SEND Policy

This policy was written in:	March 2024
To be reviewed:	March 2025
By:	Joanne Waring

A new commandment I give you: love one another. As I have loved you, so you must love one another.'
John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

St Leonard's CE Primary School believes that all pupils are entitled to an education that enables them to achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood.

This SEND policy details how, at St Leonard's, the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are work with them.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The SEN Information Report and school's contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEN Information Report and the school's contribution to the Local Offer is on the school's website.

Responsible Persons

The person responsible for overseeing the provision for children with SEND is Kay Proctor (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Joanne Waring [SENDSCO].

The SEND Governor is Laura Elliott.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Aims:

At St Leonard's,

- all pupils have access to a broad and balanced curriculum and this is adapted so that barriers to learning are removed
- pupils requiring SEND provision are identified as early as possible
- all pupils take part in all school activities
- parents are kept fully informed of their child's progress and attainment
- pupils and their parents are involved in decision-making
- we promote an inclusive approach which will contribute to raised levels of achievement, self-esteem and life-long learning
- we raise the aspirations and expectations for all pupils with SEN
- collaboration takes place between education, health and social care services to provide support
- there is successful preparation for adulthood
- we work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Objectives:

- work within the guidance provided in the SEND Code of Practice
- have high aspirations and expectations of all pupils with SEND
- ensure that the attainment of SEND pupils is tracked and that pupils maintain good progress in their learning
- every child should have access to a broad and balanced education, including the provision of an appropriate curriculum in terms of both the Early Years Foundation Stage and the National Curriculum
- meet individual needs through a wide range of provision
- ensure that CPD for all staff affects the teaching and learning of pupils with SEND
- provide support and advice for all staff, governors and parents working with SEND pupils
- every teacher is a teacher of children with SEND
- ensure good quality first teaching takes place in all classes and that all children are included
- ensure all staff are aware of legal requirements and responsibilities
- involve pupils and parents in the process of identification, assessment and provision and to ensure that pupils are aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs

Children's needs

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,
- 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 Practise)

At St. Leonard's, a child is identified as 'SEN Support' when they need provision that is additional to or different from the educational provision normally available to pupils of the same age.

The Code of Practice identifies four areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Identification of SEND at St Leonard's

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for and supporting children to accelerate their progress and overcome their barriers to learning.

When a child starts at St Leonard's, we gather paperwork from any previous settings and ask the parents/carers whether they have any SEND concerns. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half term in our school through careful and sensitive classroom observation and an early review of progress. We take great care to establish whether lack of progress is because a pupil is experiencing transitional difficulties, which may lessen as the year goes on.

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and will ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in National Curriculum subjects.
- Standardised screening or assessment tools.

When staff have a concern about a pupil's progress or behaviour, they initially register it on CPOMs, providing as much information about the child as possible. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The class teacher will provide adaptations and monitor the impact of these, recording it on CPOMS. (Please see Appendix A)

If there is little impact after a given time-span, the SENDCo will arrange for the child to be seen by a specialist teacher. Parents/carers will be asked for their permission for this. Following the advice from the specialist teacher, the child may be added to the SEN register, under one of the four SEND areas, and a Targeted Learning Plan may be written.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The provision required for each pupil will be specific to that pupil's needs.

This TLP will be reviewed termly, as part of an ongoing Assess, Plan, Do, Review cycle (please see Appendix B) to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

These meetings will involve the class teacher and parents and often the SENDCo. The updated support plan will be sent home to parents.

For children with more specific needs, termly meetings will be held with class teacher, SENDCo, parents and any other professionals to discuss progress towards targets and next steps. Where several professional agencies are involved an EHA (Early Help Assessment) and TAF (Team around the Family) meetings may be advised to ensure that a cohesive approach is taken towards monitoring and meeting pupils' needs.

Where a child has made significant progress and the class teacher, SENDCo and parents feel that their needs can be met within the educational provision available to a pupil of that age, the child's progress will be celebrated. The SENDCo will consider removing that child from the SEND register.

The majority of pupils with learning difficulties will have their special educational needs met at 'Wave 2' or 'SEND Support' (see appendix A). There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties and the class teacher, SENDCo, Leadership Team and parents/carers would consider referring the pupil to the Local Authority for an Education, Health and Care assessment.

Education, Health and Care Plans

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which can be requested by school, parents or social workers. This will occur where the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school safely and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school or college.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family.

If a child is to be assessed for an EHCP, the school, parents or social workers will gather evidence that would be sent to a panel convened by Lancashire's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. A number of assessments and reports may occur during this process. The process usually begins with an observation and assessment by an Educational Psychologist (EP). If the EP considers the child's needs to meet the criteria, a request is then made for the local authority for a Statutory Assessment. If a plan is agreed by Lancashire, a draft plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Lancashire will provide. Parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Once an EHC Plan is issued, targets are set for the child based on the EHCP, the child's progress will be reviewed termly; and the EHCP outcomes are reviewed yearly (twice yearly until the child is over 5 years of age).

Inclusion

Where possible, pupils with SEN will be educated alongside their peers in a mainstream classroom setting. Where this is not possible, the Headteacher and SENDCO will consult with the child's parents for other flexible arrangements to be made. In class, provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that an intervention group is available where it is felt pupils would benefit from this provision. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Pupils with serious medical conditions will have a care plan written in conjunction with parents and medical professionals where necessary. These are updated on at least an annual basis and copies are kept by the school, the parents and the school nurse. Please read in conjunction with the Medical Conditions at School policy.

In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

Working in partnership with parents

St Leonard's CE Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority services where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

Monitoring and evaluation of SEND

Pupil progress will provide most of the evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of individual success in meeting targets set on Targeted Learning Plans.
- Scores achieved on standardised tests.
- The work in pupils' books.
- Evidence generated from review meetings with parents and pupils.
- Records kept by teachers/TAs/SENCO.
- Progress shown on the Pupil Tracker.
- Information from external services.

Roles and Responsibilities

SENCO Responsibilities

- Overseeing the daily operation of the school's SEND policy
- Advise on a graduated approach to SEND support Working closely with parents and carers of children with SEND;
- Working closely with staff to monitor, advise and support them in relation to SEND work;
- Working closely with external agencies such as Educational Psychology, School Nurse, Speech and Language Therapist etc.
- Ensuring that Targeted Learning Plans are implemented for children with SEND;
- Keeping up to date with developments in SEND and with support from the head teacher, providing staff with access to appropriate training;

- Working closely with the Headteacher, governors and school leadership team to ensure strategic overview and School Development Plan is in line with SEND policy and practices.
- With support from the leadership team to make effective deployment of SEND budget, resources and staff
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other independent voluntary organisations.
- Be a point of contact for the Local Authority and Local Authority Support Services.
- Liaise with potential next providers of education to ensure that the child/ young person and their parents are informed about options and a smooth transition is planned.
- Ensure that all records of pupils with SEND are kept up-to-date.
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of SEND children effectively.

Role of SEN Governor

At St Leonard's, the role of the SEN Governor is managed by the Curriculum sub-committee of the Governing Body. The role of this sub-committee is to:

- Ensure that a suitably qualified teacher is employed as the school's SENCO.
- Understand how a child is identified as having SEND and what happens when a child has been identified.
- Understand how SEN funding is allocated and spent, the Head teacher is responsible for the spending
- Develop good relationships within the school, especially with the Head teacher and SENCO.

Signed _____ [Name]
(Headteacher)

Date: October 2023

Signed _____ [Name]
(SENCO)

Date: October 2023

Signed _____ [Name]
(SEN Governor)

Date October 2023

This policy will be reviewed annually.

Appendix A

High quality teaching is the first step in the educational provision that we offer all children. Some children may require a greater level of personalised, class-based, targeted

support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, additional adult support in class, additional learning supports such as scaffolds, visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the SENDCo, will plan for additional monitoring or class action to accelerate a child's progress.

Below is an example of the provision provided by St Leonard's CE Primary school and the tiered response to pupils' needs:

Quality First Teaching (All Pupils)	SEND support or Wave 2	EHCP or Wave 3
<p>Where relevant/appropriate: Adapted curriculum/delivery Increased visual aids – letter formation, number lines. Illustrated dictionaries Use of writing frames Alternative recording methods General computing access Sensitive grouping/ pairing / class or playground friend. Spelling banks for new subject specific words. Simple and clearly laid out worksheets. Structured school and class routines Individual work station Strategies from the whole school behaviour policy Use of positive language to promote self esteem Calm resources/area Visual timetables (class and individual)</p>	<p>Quality First Teaching Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support (NHS) Time out/Anger Management support cards. Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. 1:1 Maths intervention Communication and support from external agencies. Support in line with individualised advice from an external agency including Health Plans. Overlays / Use of coloured paper Visual timetables (class and individual)</p>	<p>Quality First Teaching, Assistance and support in line with individual EHC plans Specialist teacher SALT OT Personal curriculum /resources Visual timetables (class and individual)</p>

Appendix B

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental

concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular reviewing to ensure that support is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to discuss the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and ensure links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.