



St Leonard's

C of E Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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‘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

At St Leonard's CE Primary School, we are committed to providing an inclusive education where all children are valued, supported and encouraged to achieve their full potential. We recognise that children learn in different ways and that some may require additional support at different times during their school life. We are committed to identifying needs as early as possible and working closely with pupils, parents, staff and external professionals to ensure that every child is able to access learning and participate fully in school life.

We believe that all children should:

- feel safe, valued and included
- have access to a broad, balanced and ambitious curriculum
- achieve the best possible outcomes
- develop confidence, resilience and independence
- be well prepared for their next stage of education and later life

At St Leonard's, every teacher is responsible for the progress and development of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND).

This policy should be read alongside the following school documents:

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy

Legislative Framework

This policy is based on the statutory requirements set out in:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

Definition of Special Educational Needs

The SEND Code of Practice states:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

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

Special educational provision is educational provision that is additional to, or different from, that made generally available for children of the same age.

The Four Areas of Need

The SEND Code of Practice identifies four broad areas of need.

Communication and Interaction

This includes children and young people with:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)
- social communication difficulties

Cognition and Learning

This includes children and young people with:

- moderate learning difficulties
- specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- difficulties with literacy, numeracy or memory skills

Social, Emotional and Mental Health (SEMH)

This includes children and young people who may experience:

- anxiety
- emotional regulation difficulties
- attachment difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)

Sensory and/or Physical Needs

This includes children and young people with:

- hearing impairment

- visual impairment
- multi-sensory impairment
- physical disabilities
- medical conditions that affect access to learning

Many children present with needs that span more than one area. We consider each child as an individual and plan provision according to their specific strengths and needs.

Our Aims

At St Leonard's CE Primary School, we aim to:

- identify SEND as early as possible
- provide high-quality teaching that meets the needs of all learners
- identify and remove barriers to learning and participation
- ensure pupils with SEND are fully included in all aspects of school life
- work in partnership with parents and carers
- involve pupils in decisions about their education
- promote positive wellbeing and independence
- work collaboratively with external agencies where appropriate
- support pupils to achieve the best possible outcomes

Roles and Responsibilities

The Governing Board is responsible for ensuring that:

- the school fulfils its statutory duties regarding SEND
- appropriate provision is made for pupils with SEND
- suitable resources are available
- SEND provision is monitored and evaluated
- a governor is appointed to oversee SEND provision

The Headteacher is responsible for:

- the strategic leadership of SEND across the school
- ensuring this policy is implemented consistently
- deploying staffing and resources effectively
- supporting staff training and development
- monitoring provision and outcomes for pupils with SEND

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEND policy
- maintaining the SEND register
- supporting staff in identifying and meeting pupils' needs
- advising on the graduated approach to SEND support
- coordinating provision and interventions

- liaising with parents and carers
- liaising with external agencies
- monitoring the effectiveness of SEND provision
- supporting transition arrangements
- ensuring SEND records are accurate and up to date

Class teachers are responsible and accountable for the progress and development of all pupils in their class.

Class teachers will:

- deliver high-quality, adaptive teaching
- identify and respond to emerging needs
- implement agreed strategies and interventions
- monitor progress regularly
- contribute to the Assess, Plan, Do, Review process
- work closely with parents, support staff and the SENCO

Identifying SEND

Early identification of SEND is important in ensuring that children receive the support they need.

Possible concerns may be identified through:

- ongoing teacher assessment
- classroom observations
- pupil progress meetings
- discussions with parents
- information from previous schools or settings
- standardised assessments and screening tools
- advice from external professionals
- attendance, behaviour, pastoral or wellbeing concerns

We recognise that slower progress does not automatically mean that a child has SEND. A range of factors will be considered before a child is identified as having SEND, including attendance, emotional wellbeing, English as an Additional Language, and previous learning experiences.

Parents will always be informed if concerns are identified and will be involved in discussions about support and next steps.

The Graduated Approach

The school follows the graduated approach outlined in the SEND Code of Practice. This process follows a cycle of:

Assess

The child's needs are assessed through observations, teacher assessments, discussions with parents and, where appropriate, advice from external professionals.

Plan

A plan is agreed which identifies outcomes, support strategies and any interventions required.

Where appropriate, a Targeted Learning Plan (TLP) or Pupil Passport will be created.

Do

The agreed support is implemented.

The class teacher remains responsible for the pupil's learning and progress, even where interventions are delivered by support staff.

Review

The impact of support is reviewed regularly with pupils, parents and relevant staff.

Provision is adjusted as necessary to ensure that support remains effective and appropriate.

Provision for Pupils with SEND

Support is tailored to meet individual need and may include:

High-Quality Adaptive Teaching

- scaffolded learning
- adapted resources
- visual supports
- flexible grouping
- assistive technology
- modified methods of recording work

Targeted Interventions

- precision teaching
- speech and language programmes
- social skills groups
- emotional wellbeing interventions

Specialist Support

Advice and programmes provided by:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers

- Health professionals

Provision is reviewed regularly to ensure it is having a positive impact on outcomes.

Education, Health and Care Plans (EHCPs)

A small number of pupils may require support that is additional to that ordinarily available through SEND Support.

In these circumstances, the school may work with parents and external professionals to request an Education, Health and Care Needs Assessment from Lancashire County Council.

Where an EHCP is issued:

- the provision specified within the plan will be delivered
- progress towards outcomes will be reviewed regularly
- an Annual Review will take place each year
- parents, pupils and professionals will be involved in the review process

The views, wishes and aspirations of the child and their family remain central to decisions about provision and future planning.

Inclusion and Accessibility

We are committed to ensuring that all pupils are included in the life of the school. Reasonable adjustments will be made where required so that pupils with SEND can access:

- the curriculum
- educational visits
- clubs and extracurricular activities
- school performances
- sporting opportunities
- leadership roles and responsibilities

The school's Accessibility Plan details how access to the curriculum, physical environment and information is continually improved.

Supporting Pupils 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.

Where required:

- staff will receive appropriate training
- medication will be administered in accordance with school procedures
- risk assessments will be completed where necessary

The school works closely with families and healthcare professionals to ensure pupils are supported safely and effectively.

Emotional Wellbeing and Mental Health

We recognise that emotional wellbeing plays an important role in children's learning and development.

Support available may include:

- pastoral support
- nurture provision
- emotional regulation strategies
- wellbeing interventions
- family support
- referrals to external services where appropriate

The school promotes positive relationships, inclusion and respect throughout school life.

Working in Partnership with Parents and Carers

We believe that parents and carers know their children best and are key partners in the SEND process.

We aim to build strong, positive relationships with families through:

- regular communication
- parent consultation meetings
- review meetings
- annual reports
- EHCP annual reviews
- meetings with external agencies where appropriate

Parents are involved in:

- identifying concerns
- planning support
- reviewing progress
- agreeing outcomes and next steps

We encourage parents to contact school whenever concerns arise so that issues can be addressed promptly.

Working with External Agencies

The school works closely with a range of education, health and social care services. These may include:

- Lancashire SEND Service
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatric Services
- Children's Social Care
- Family Support Services
- Specialist Teaching Services

Referrals are discussed with parents and consent is sought before referrals are made unless safeguarding concerns dictate otherwise.

Staff Training and Development

The school is committed to ensuring that staff receive appropriate training to meet the needs of pupils with SEND.

Training may include:

- autism awareness
- speech, language and communication needs
- dyslexia awareness
- SEMH needs
- attachment and trauma-informed approaches
- medical needs
- safeguarding
- adaptive teaching strategies

The SENCO regularly attends professional development opportunities and shares relevant information and training with staff.

Where a child joins the school with needs that staff have not previously supported, advice and training will be sought.

Monitoring and Evaluating SEND Provision

The effectiveness of SEND provision is evaluated through:

- pupil progress and attainment data
- reviews of Targeted Learning Plans

- intervention evaluations
- pupil voice
- parent feedback
- classroom observations
- learning walks
- annual reviews of EHCPs
- governor monitoring

Information is used to identify strengths, priorities for development and future staff training needs.

Complaints

We aim to resolve concerns quickly and positively.

If parents have concerns regarding SEND provision, they should:

1. Discuss concerns with the class teacher.
2. Contact the SENCO.
3. Contact the Headteacher.

If concerns remain unresolved, parents may follow the school's formal Complaints Policy, which is available on the school website.

Related Policies

This policy should be read alongside:

- SEND Information Report
- Accessibility policy
- Asthma policy
- Attendance policy
- Behaviour and relationships policy
- Child Protection and safeguarding policy
- Complaints policy
- Equality Policy
- Intimate Care Policy
- KCSIE
- Medicine and supporting children with medical conditions

Review Arrangements

This policy will be reviewed every 3 years.

It may be reviewed sooner if there are changes to legislation, statutory guidance, Lancashire Local Authority guidance, or school practice.