



Leven CE Primary School **Special Educational Needs and Disabilities Policy** **2024-2025**

Aims

At Leven CE Primary School, children are accepted equally. They are encouraged, respected, and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

Objectives

- To identify at the earliest opportunity, those children with special educational needs and/or additional needs.
- To plan, monitor and review provision, and set realistic and challenging targets.
- To ensure that every aspect of a child's development is taken into consideration and is provided for, within the whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- To provide regular and adequate support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnerships and high levels of engagement with parents/carers and effectively liaise with outside agencies.
- To ensure that children with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps.

An appropriately qualified/experienced SENCO will be provided by the school to ensure that all the points in this policy are upheld alongside the Headteacher.

Children's Needs

Children's needs may be categorised into four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health
4. Sensory and/or physical

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.



Other factors that may impact on progress and/or attainment and wellbeing but are not solely SEND are:

- Attendance
- Punctuality
- Gifted and talented
- Underachievement
- Health and welfare including medical needs
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a child of a serviceman/woman
- Unexplained behavioural difficulties
- Family relations
- Grievances

Although these do not constitute SEND themselves, the school has systems and procedures in place to support these children where appropriate.

A Graduated Approach to SEND Support

This section of the policy sets out the principles behind our approach for supporting our pupils within the cycle of Assess, Plan, Do, Review.

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision, and influencing the adjustments to teaching that will lead to at least, good progress and improved outcomes. Assessment of need starts with a whole school cause for concern approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil.
- Pupil progress attainment and behaviour.
- The individual's development in comparison to their peers.
- The views and experience of parents.
- Pupils' own views.
- Advice from external support services.

Plan

Once the need for SEND support has been identified the SEN Code 2014 is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in place. Teachers will adapt their teaching and provision to



overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENCO.

Children with SEND will have an 'Individual Learning Plan' which is personal to them and their needs. These plans will be written with the child and the parent/carers and will be shared with all members of staff that the children have contact with. This will ensure that everybody is best informed of the individual child's needs and how best to support them in school.

Individual Learning Plans will incorporate 2-4 targets that the pupils will be working towards over a stated period of time. These targets should be SMART (specific, measurable, and realistic targets). Individual Learning Plans will state the provision that the pupil will receive and the strategies and/or resources used to support progress. Individual Learning Plans will also detail the adults that will work with the children on their targets and the frequency of the support.

We believe that parents and pupils are an integral part of the planning process, and they are encouraged to contribute their thoughts and ideas during termly meetings throughout the year.

Advice and assessments will also be sought and followed from various outside agencies as required. Individual Learning Plans will be written by teachers, alongside other members of staff, parents/carers, and pupils. Individual Learning Plans should be dated and signed at each termly meeting.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take into account the statutory requirements from their plan.

Do

The teacher is at the centre of day-to-day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with additional provision away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

Teachers are continually reviewing the progress of all pupils daily through marking, feedback, observations, and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the pupil's progress is assessed and reviewed more frequently in longer meetings. Parents and pupils have a review meeting every term. In addition to this, school staff and parents/carers are encouraged to use Class Dojo to facilitate communication between them.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their targets?
- Are the pupils on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?



- Is the provision for the child appropriate?
- What else can we do to support the pupils?

Managing Pupils' Needs on the SEND Register

Under the Code of Practice 2014, there are two ways in which a child with SEND might have their needs categorised: SEN Support or Education Health Care Plan (EHCP). The main difference between the two categories is that those with an EHCP have their statutory rights protected by law whereas those categorised as SEN support will be met through in-house arrangements according to specific needs. A SEND Register will be kept and updated termly, following data analysis and pupil progress meetings. Using the Assess, Plan, Do, Review process, teachers will plan to provide for the needs of each child using the skills and expertise both in the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral. Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND Register. Parents/carers and pupils will be fully included in the planning process. If, following a review meeting it was felt that a child had made significant progress and was no longer required to be on the SEND register, then in consultation with parents, an agreement would be made to remove the child from the register. There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances. The type and level of provision provided at school is decided based upon individual needs in consultation with the child, appropriate professionals, teachers, and parents/carers.

As a school if we identify that we need further advice and support, including assessments of need for a child we will:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs.
- Carefully track and monitor support, progress, and attainment.
- Liaise with other settings to develop support for a child.
- Request a statutory assessment in order to put in place an EHCP.
- Work closely as an alliance to maximise expertise and resources.
- Involve parents/carers and pupils throughout this process, at all stages.

The school is responsible for providing adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT). For pupils eligible for funding through an EHCP this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEN Case Panel. The panel will then identify if the EHCP will require any adjustment.



There are clear guidelines for the EHCP process.

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCO has regular training on updates in SEN issues/developments.
- Elements of the school improvement plan to be addressed through training.
- SENCO will lead or organise staff meetings providing training and support identified.
- Resources are purchased when they are required.

Roles and Responsibilities

The SENCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND Policy and provision within the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND Policy and provision in the school.

The Headteacher will:



- Work with the SENCO and SEND Governor to determine the strategic development of the SEND Policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Each class teacher is responsible for:

- The progress and development of every pupil in their class including children with SEND. In relation to children on the SEND Register, all class teachers must ensure they differentiate learning for children with SEND and provide support for them.
- Monitoring the progress of SEND children 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.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy.

Dealing with Complaints

Positive home school relationships often means that concerns and complaints can be dealt with between parents, carers, and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy.

Reviewed: May 2024

Next Review: May 2025

Approved by Leven CE Primary School Governing Body: June 2024