

1. School Name:	Leven C of E Primary School South Street Leven Beverley HU17 5NX
School Telephone & Email address	01964 542474 leven.primary@eastriding.gov.uk
SENDCO name and email address	Mrs Wendy Lee senco@levenschool.org
SEND Governor name	Mrs Rene Mattock
SEND Governor Details-telephone and email address	Please contact the school on the above details stating F.A.O. the SEND Governor.
Who to contact if you have a compliment, concern or complaint.	<p>You can contact the SENCO or the Headteacher. If you are still not happy then you can contact the school SEND Governor.</p> <p>We pride ourselves on building positive relationships with parents. Partnering with parents is essential in supporting pupils with special educational needs.</p>
2. What is the ethos of this school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?	<p>Leven Primary School upholds the right to education and recognises the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.</p> <p>Some children need increased support to access learning because:</p> <ul style="list-style-type: none"> • They have significantly greater difficulty in learning than the majority of children the same age; • They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age. <p>We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support we provide is as effective as possible. We welcome full engagement of parents and careers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.</p>
3. SEND Policy Anti-Bullying Health & Safety Safeguarding	<p>Please find all our policies on our website at the link below:</p> <p>https://levencofe.co.uk/</p>

4. The standard admissions numbers	Children on roll: 134 Children with SEND: 27 Children with an EHC Plan: 6
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5. How does this school identify and assess Children with SEND?	<ul style="list-style-type: none"> • All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. A significant factor in considering the need for SEND provision is whether or not a pupil is making progress. • Early identification of pupils with SEND is a priority. Parents are informed at the earliest opportunity in order to convey any concerns and enlist their active help and participation. Our school uses appropriate screening and assessment tools to ascertain pupil progress. These concerns and assessments are passed onto the SENCO and Headteacher through regular staff meetings and daily conversations that take place amongst staff in our small school. Evidence of progress can be obtained by teacher observation/assessment in a variety of ways.
How does this school evaluate the effectiveness of provision for children with SEND?	<ul style="list-style-type: none"> • The Headteacher completes rigorous self-evaluation of all school activities which is updated on a termly basis. • The Headteacher reports to the Governing Body each term. • The SENCO meets regularly with the Governor responsible for SEND, who explores the numbers of children identified as having SEND, their progress, attainment and welfare. • The SENCO reports back to the full Governing Body. • Other evaluation activities, such as OFSTED inspections and East Riding of Yorkshire Council monitoring inspections and audits, also help evaluate the effectiveness of our provision.
How does this school assess and review the progress of children with SEND?	<ul style="list-style-type: none"> • The achievement of SEND pupils is a regular topic of conversation between the Headteacher and SENCO, and all pupils at Leven CE Primary School are assessed and tracked on a half-termly basis. • Assessment data and teacher assessment indicates if intervention programmes and extra support are required. • The use of 'Individual Learning Plans' - means that progress towards individual pupil targets are assessed on a termly basis and shared with parents/carers.

<p>6. Who are the best people to talk to in this school about my child's difficulties with learning or SEND?</p>	<p>In the first instance, Mrs Lee, our SENCO, is the best person to talk to.</p>
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<p>7. What are the different types of support available for children with SEND at Leven Primary School?</p>	<p>Class teacher input also known as Quality First Teaching For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully check on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.
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Specific group work within a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Stage of SEND Code of Practice: SEND Support

Which means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- The ASD Outreach Team
- NHS Speech and Language therapy Service.
- Educational Psychologist Services
- Children's Centres
- CAMHs
- SAPTS Services (Sensory and Physical Teaching Services)
- Physiotherapy
- Sensory Integration Services
- SEMH team
- Social Care Team
- Parent Partnership
- FISH

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- Your child will have an Individual Learning Plan.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, SEND Consultant or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - o Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - o Support to set better targets which will include their specific expertise
 - o A group run by school staff under the guidance of the outside professional e.g a social skills group
 - o A group or individual work with outside professional

- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.
This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with Send support.
- After the reports have all been sent in the Local Authority will decide if your child meets the criteria for an EHCP. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with SEND Support.
- The EHC Plan will outline the number of hours of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

8. How will this school ensure all staff are aware and understand your child's SEND?	<ul style="list-style-type: none"> • Through weekly staff meetings; staff not directly involved with your child will be informed about their needs as and when needed. • Any concerns raised by you will be passed on to the relevant staff. • Discussions through all staff working with your child. • Staff working directly with your child will read all the relevant documentation. • Transition meetings as your child moves into a new class. • Regular training on specific conditions so all staff are aware and up to date.
9. How will this school let you know if they have any concerns about your child's learning?	Our system for outlining a child's needs includes the production of an 'Individual Learning Plan' which outlines a child's needs, targets and provision. These are shared with all school staff, particularly those who will be working with the child. Staff meeting time will be used to distribute any important information and regular discussions take place between staff members to ensure all are updated.

10/11. How is extra support allocated to children and how does support move between the key stages?	<p>Children with SEND are always considered when financial planning meetings take place to ensure resources are allocated appropriately.</p> <p>The Headteacher and SENCO regularly assess all provision offered to SEND pupils, considering a range of factors; the number of support hours available, physical space available in school, the number of children who would benefit from a specific intervention etc.</p> <p>Provision maps on our 'Individual Learning Plans' are updated accordingly.</p> <p>In our small school setting, transition between EYFS and Key Stage 1, and between Key Stages 1 and 2 involves regular discussion and more formal meetings to discuss individual children and moderate results.</p> <p>At the end of Key Stage 2, transition meetings between our SENCo and the receiving schools take place before the children leave.</p>
12. Who are the other people providing services to children with SEND in this school?	<p>When necessary the school may draw upon the advice and expertise of professionals from a range of external agencies, including:</p> <p>Specialist Educational Needs Support</p> <p>Specialist Learning Support Teachers</p> <p>Educational Service for Hearing and Vision</p> <p>Educational Service for Speech and Language</p> <p>Education Welfare Officer</p> <p>School Nurse</p> <p>Multi-Agency Team (Family Support)</p> <p>Education Service for the Physicallly Disabled (ESPD)</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p>

<p>13. How are the teachers in this school helped to work with children with SEND and what training do they have?</p>	<p>The SENCO attends regular ERYC briefings and forums to receive updates on all SEND matters.</p> <p>Ten members of staff have received training on handling/restraint techniques.</p> <p>One Teaching Assistant has trained as an Emotional Literacy Support Assistant.</p> <p>Staff attend training to help cater for specific needs or individuals as appropriate.</p>
<p>14. How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> • Children are supported in a manner that acknowledges their entitlement to share the same learning experience as their peers. • There are times when, to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom. • Classroom and individual support is provided and support staff ensure learning programmes are implemented, taking advice from the SENCO and a range of other sources. This might include any diagnostic testing information or advice from outside agencies or support services. • Teachers will use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives and assessment is used to inform the next stage of planning. Targets are given to support progress.
<p>15. What support do we have for you as a parent of a child with a SEND?</p>	<ul style="list-style-type: none"> • The Class Teacher and SENCO work closely with parents to plan an appropriate programme of intervention and support, in order to ensure that all pupils with SEND still access a full, broad and balanced curriculum. • Parents are kept fully informed and involved at all levels of the special needs process. Leven CE Primary School considers the wishes, feelings and knowledge of parents. We encourage parents to play an active and informed role in their child's education. Parents of pupils on the SEN register are invited to a termly meeting to discuss the termly update of the child's ILP (Individual Learning Plan). • Parent Consultation Meetings are held in the autumn and spring terms, to share the progress of all children, with their parents. • A written report in the summer term describes overall progress. • The school informs parents of any proposed outside intervention and shares the process of decision-making by providing clear intervention, relating to educational need. • School will also endeavor to provide signposts to relevant services and support to parents as appropriate.
<p>16/17. How is the school's physical environment accessible to children and young people with SEND?</p>	<p>We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Facilities include disabled toilet facilities, ramp and path access for wheelchair use around school, suitable access points etc.</p>

<p>18. How will we support your child when they are leaving this school</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> o We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. o We will make sure that all records about your child are passed on as soon as possible. • In Year 6: <ul style="list-style-type: none"> o The school SENDCO will liaise with the SENDCO of their secondary school to discuss the specific needs of your child o Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
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Reviewed November 2025