

# Special educational needs and disabilities (SEND) policy



**White Laith**  
Primary School

This policy applies to staff, governors, pupils and parents.

**Approved by:** Governing Body

**Last reviewed:** Spring 24

Next review: Spring 25

## **Aims and objectives**

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain how we communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

### **Our objectives:**

All governors, staff, pupils and parents are aware of procedures and provision available in school.

All our pupils have a voice in decisions made about them and their education.

Parents/ carers work in partnership with school in making decisions about their child's provision, celebrating their successes and discussing their next steps.

All staff have appropriate training to teach pupils with SEND.

Promote early identification and assessment of children with special educational needs and disabilities.

Monitor the progress of all pupils over time in order to aid identification of pupils with SEND, and to ensure that children with SEND are able to achieve their full potential.

Provide a fully inclusive environment with appropriate provision which aims to remove the barriers to learning that some SEND children experience.

Make sure that all children with SEND have full access to the National Curriculum as appropriate for them.

Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.

Provide on-going support and advice for staff working with special educational needs pupils.

### **Vision and values**

All pupils with SEND have their needs assessed and identified at the earliest stage possible in order that they achieve their potential, are challenged and able to develop their abilities to the full.

All pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

We encourage and facilitate children to grow their self esteem, develop independence and confidence.

We make ongoing adaptations to provision for a range of needs and abilities.

## **Legislation and guidance**

This Policy is provided in accordance with The Children and Families Act 2014. A SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice, including a guide for parents and carers can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>. The Policy also follows the guidance determined in The Special Educational Needs and Disability Regulations 2014 [http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)

## **Inclusion and equal opportunities**

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Inclusion (See also Inclusion Policy Statement)

We believe that all children should have equal opportunity to attend our school. We value every individual and celebrate their achievements. We identify and respond to individual needs. We identify and seek to overcome potential barriers to learning for individuals and groups. We set suitable learning challenges for every pupil. Through inclusion our aim is that pupils with SEND receive their education in a mainstream school and join fully with peers in the curriculum and life of the school. Where we feel a pupil's needs are not being met within the mainstream setting, school will work closely with the Authority, external agencies and parents to determine what provision is required.

## **Safeguarding**

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting British values.

## Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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.

### 5.2 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.

## Identification of SEND

The SEND Code of Practice (DfES 2014) describes four broad categories of need. These are:

- Communication and Interaction - this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

This policy aims to support all members of staff in providing positive, personalised, inclusive learning for all pupils including those with SEND. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response.

## **A Graduated Approach to SEN Support**

Teachers monitor progress of all children throughout the year. When a child is not making expected progress, teachers make adjustments to teaching, use different strategies and/or plan interventions to support the child. If children's progress continues to be less than expected in spite of cycles of adjustments or they need significant adaptations to teaching in order to make progress then they may be considered as having SEN.

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. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them- this will be discussed with the parent/ carer. Support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **Assess**

The class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. In the Early Years, pupils are closely monitored to allow for early intervention to be planned for and take place. The school employs a Speech and Language Therapist who supports early intervention in the Foundation as part of her role.

In some cases, outside professionals will be involved and will liaise with the school to help inform the assessments. Parental agreement is always sought before involving outside agencies.

### **Plan**

The teacher and the SENCO agree, in consultation with the parent and the pupil, the adaptations and support or interventions to be put in place, as well as the expected impact, along with a clear date for review. The child's strengths, barriers to learning and planned provision are detailed in an Individual Provision Map (IPM) in which parent and pupil views are included. There is a focus in the IPM on Universal provision (strategies that can be used to support the child within the classroom led by the class teacher). Individual targets are also set by the class teacher. IPMs are reviewed three times a year by class teachers and parents and in some cases involving the SENCO. Progress is also reviewed during Pupil Progress Meetings with the SENCO and head teacher. Any staff training needs are also planned for.

### **Do**

Class teachers are responsible and accountable for the progress, development and welfare of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, along with accurate assessments to inform next steps. Class teachers should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where a child has an individual Learning Support plan, drawn up with the support of the SENCO, the class teacher will be responsible for delivery of this. The SENCO will continue to support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support, strategies and interventions and their impact on the pupil's progress will be reviewed as part of our assertive mentoring, assessment processes, Early Years practice and SEN parent meetings. The impact and quality of the provision will be evaluated through the views of the pupil and their parents, the level of progress made towards outcomes and the views of staff who know the child well.

The class teacher, in some cases with support from the SENCO, should revise the provision and review targets in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This may at times involve referring to other professionals if additional assessment and advice is needed.

Where a pupil has an Education and Health Care plan (see below), the plan must be reviewed formally every twelve months.

## **Levels of support**

The needs of the majority of children and young people with SEND can be met through the school's existing resources.

Pupils who need more support than is normally available through the school's school-based SEN provision and who have lifelong needs may be entitled to an Education and Health Care plan (EHC plan). The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. This is usually requested by the school but can be requested by a parent. Following a request, the decision will be made by the Local Authority as to whether to proceed with an EHC plan. This will occur where the complexity of needs are such that a multi-agency approach to assessing need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan may combine information from a variety of sources including parents, teachers, SENCO, Speech and Language Therapists, Social care and health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

We also recognise what is not a special educational need but may impact on progress and attainment, including:-

- disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- attendance and punctuality
- health and welfare
- English as an additional language
- disadvantage
- being a child Looked After

## **Roles and responsibilities**

### **The SENCO**

In our school the SENCO is Janice Turvey. The SENCO provides strategic leadership through her role as Inclusion Leader and as such has overall responsibility for SEN and for interventions including interventions for children not on the SEND register.

The SENCO will:

- manage the day-to-day operation of the SEND policy
- maintain a register of SEN pupils
- work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- regularly review the teaching arrangements for children with SEND
- monitor their progress through planned and informal discussions with teachers including as part of Pupil Progress meetings
- collect evidence for indications that strategies and approaches are working
- support and advise colleagues on the graduated approach
- enable early identification of children with SEND, through discussion with class teachers and other professionals and through monitoring data
- oversee the record keeping for all children with special educational needs
- support teachers to identify and plan for a range of needs within the classroom in quality first teaching, including CPD
- supports teachers to work with parents to gain a better understanding of their child and to involve them in discussions about their child’s provision and progress.
- oversee transition of pupils to/ from our school to ensure that key information relating to SEND is passed on and a smooth transition is planned for pupils, families and staff

- monitor and evaluate the special educational needs provision in our school, reporting annually to the governing body (via the named Governor for SEN); making comparisons with local and national data
- meet termly with the SEN Governor
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- keep an up to date knowledge of current practice and seek out training to further professional development
- contribute to the professional development of all staff

### **The Headteacher**

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- Have responsibility for managing and monitoring the school's notional SEND budget and FFI budget
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Determine, organise and implement the curriculum for the school, including that for children with special educational needs.
- Deploy the staff as necessary, including the functions of the SENCO
- Hold Pupil Progress meetings with the SENCO and class teachers.



## **Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Ensuring all children in class have access to a broad, balanced and rich curriculum
- The 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and deciding on any changes to provision, including identifying new SEN needs
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the strategies and support that will help achieve the set outcomes- update IPMs taking parent and pupil voice into account, within agreed timescales
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents/carers in discussions about a child's strengths and barriers to learning, use positive language and agree their aspirations for the child
- Preparing for and taking part in Pupil Progress meetings
- Managing TAs in their roles
- Seeking support and appropriate professional development in order to fulfil responsibilities within this policy

## **Teaching Assistants (TAs)**

Each Teaching Assistant is responsible for:

- Leading learning activities as directed and planned by the class teacher or SENCO
- Raising concerns or challenges relating to SEND or intervention work with the class teacher in the first instance
- Keeping records as requested by the class teacher or SENCO
- Discussing regularly with the class teacher the progress and success of children they work with
- Being aware of IPMs and targets for the children they work with, implementing strategies within their role to support SEN pupils

- Supporting the development and well being of all children they work with
- Taking an active role in training and develop their practice including within whole school development

### **Working in Partnership with Parents/ Carers**

At White Laith we endeavour to foster good communication with parents and make them feel welcome in school and valued partners in their child's learning journey. We believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND
- shared understanding of the strengths, needs and aspirations for children with SEND
- the progress, development and well being of a child with SEND

Parents are encouraged to connect with their child's learning and communicate with their class teacher through Class Dojo. For children on the SEND register, parents will be invited into school in the Autumn and Spring term to discuss and review their child's IPM, targets and progress with class teachers. In some cases the SENCO may take part in reviews.

For children receiving top up funding in Nursery, termly reviews will be held with the SENCO and often with our Speech Therapist Rebecca Babbs. Our Speech therapist also meets with parents of children with Speech, Language and Communication needs, where this may be beneficial as part of the graduated approach.

EHCP reviews are held with the SENCO.

We recognise that there may be times parents may wish to make an additional appointment to speak to teachers, the SENCO or the head teacher to discuss an issue related to SEND and we try to accommodate these requests. The SENCO may also signpost parents of pupils with SEND to the Leeds SEND Advice and Support Service where specific advice, guidance and support may be required. We aim to support parents by asking them to share their observations and views about their child, sharing our assessments and observations, offering information, helping them write reports, putting them in contact with support agencies, discussing ways in which they can help at home. We recognise that some parents, at some times, will be unable to work with us in this collaborative way but we see it as our responsibility to maintain contact and support engagement with all parents, including the 'hard to reach'. Parents are given feedback from external agencies regarding their child.

### **Pupils**

All pupils have a one to one discussion with their teacher about their learning and development each term.

Children with SEND will be invited to share their views relating to:

- what their strengths and difficulties are
- contributing to setting targets or outcomes
- reviewing their progress
- giving feedback on the effectiveness of strategies or interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **The governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The named governor for SEND is Jenny Horton. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The SEN governor ensures that all governors are aware of the school's SEN provision and development, including the deployment of funding, equipment and personnel.

### **Monitoring and evaluation**

#### **Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives as stated above.

We will evaluate how effective our SEND provision is with regards to:

- staff's knowledge and use of the information in IPMs
- staff confidence in meeting a range of needs within the classroom
- how early pupils are identified as having SEND and our understanding of these pupils in terms of strengths, barriers and how they learn
- pupils' progress and attainment once they have been identified as having SEND
- SEND pupils' sense of value, success and well being within the school community
- Comments and feedback from parents/ families and other agencies working with SEND pupils

#### **Monitoring the policy**

Monitoring is carried out by senior leaders on an ongoing basis and led by the SENCO.

Monitoring includes:

- learning walks and classroom observation by the SENCO and/or senior leaders.

- on-going assessment of progress made within interventions
- evaluation of examples of children's learning including evidence in books or observations
- informal feedback from all staff
- Pupil Progress Meetings held with the SENCO and head teacher
- pupil progress tracking using assessment data (whole-school processes)
- monitoring of provision within IPMs
- monitoring of quality of targets set and impact on pupil progress
- attendance records and discussion with the attendance team
- termly monitoring meetings with SEND governor
- SEND annual report to governors

## **Training and resources**

All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively. If it is deemed necessary and where specific criteria are met, the school may apply for Funding For Inclusion (FFI) for individual children. Leeds City Council have issued guidance on such applications and the SENCO will follow the set criteria for applications. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place. The headteacher and SENCO inform the governing body of how the funding allocated to support special educational needs has been employed, through an annual report to governors.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If any issues remain unresolved, then the class teacher and/ or parent should meet with the SENCO or Head teacher. We will try to resolve the complaint informally in the first instance.

Formal complaints about SEND provision in our school should be made to the head teacher in the first instance. They will be handled in line with the school's complaints policy.

Leeds SENDIASS can support parents and carers of children with SEND by providing free, confidential and impartial information: <https://sendiass.leeds.gov.uk/>

## **Links with other policies and documents**

This policy links to the following documents on our website. Where the documents within the SEND or Policies pages on our school website, links are provided.

- SEND information report
- Accessibility plan
- Behaviour principles and Policy
- Care and control Policy
- Equality objectives and Policy
- Supporting pupils with medical conditions Policy
- Attendance Policy
- Safeguarding / child protection Policy
- The local offer: <https://leedslocaloffer.org.uk/#!/directory>

## **Policy Review**

This policy will be reviewed as required or at least annually by the SENCO, school staff and Governing Body