



Leechpool Primary School Special Educational Needs & Disability (SEND) Policy

The Aims of our SEND policy

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school journey
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated and scaffolded curriculum appropriate to the individual's needs and ability
- To help children experience success and achievement and develop self-confidence and self esteem
- To encourage and support development of self-discipline and socially acceptable behaviour
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- To ensure SEND is an integral part of all staff's responsibility
- To regularly review the progress of children, to evaluate the provision in place, set measurable targets and work in collaboration and partnership with outside agency providers as outlined in the 2014 SEN Code of Practice.

Objectives

- To identify needs at an early stage through the curriculum, ongoing assessment and observation
- To use assessment to inform planning and differentiation to promote good learning outcomes
- To use appropriate grouping, differentiation, scaffolding, manipulatives, human and material resources to ensure full access to the National Curriculum for all pupils
- To ensure all staff are aware of pupil's additional needs and are appropriately supported and trained to meet those needs.
- To encourage parental involvement, both formally and informally at all stages of the pupil's school life in line with the code of practice

At Leechpool Primary School, we recognise that many pupils will have additional needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of SEND (Special Educational Needs and Disabilities)

- A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made
- To require special educational provision, they would either have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from which they are taught

Leechpool Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Staffing:

SEND Coordinator – Mrs Smith

SEND Support Staff - allocated to classes appropriate to need

SEND Governor – Mrs L Willmott

Admissions:

Leechpool Primary School has procedures that apply to the admission of children with special educational needs (see admissions policy).

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, and with West Sussex council admissions criteria.

If a pupil has an identified special educational need when they come to Leechpool Primary School, the Headteacher, SENDCo and the pupil's class teacher will:

- Use information from the pupil's previous educational experience to establish starting points for the development of an appropriate curriculum for the individual pupil
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class
- Use the curricular and baseline assessment processes to allow the pupil to show what they know, understand and can do, as well as identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the pupil's achievements and experiences and that the outcomes of these assessments form the basis for future planning of the pupils learning
- Involve parents in developing and implementing a joint learning approach at home and in school

Inclusion:

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Evaluating the success of our SEND policy

The Governing Body will report annually on the success of the policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set personal targets for each pupil with SEN. These are agreed with class teachers and professionals if required. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Support Plan targets
- Use of standardised tests, observations and children's work
- Evidence generated from Support Plans review meetings

In addition to individual pupil progress, the Governing Body and Senior Leadership Team will evaluate the effectiveness of SEND provision by:

- Monitoring the impact of interventions through data analysis and pupil outcomes.
- Reviewing SEND progress reports at least termly.
- Considering the cost-effectiveness of provision and value for money.
- Ensuring governor reports include evidence on how SEND provision supports pupil achievement and well-being.

Allocation of resources:

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identification, assessment, and provision:

At Leechpool Primary School, we have adopted a whole-school approach to SEND policy and practice. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all

aspects of the school. Extra support is given in the classroom, if deemed necessary, so that they can work alongside their peers. Teaching assistants work closely with class teachers in delivering the curriculum and in the monitoring and reviewing progress. Risk assessments, if necessary, are carried out for children who are on the additional needs register. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. If a pupil's difficulties prove to be transient, the pupil will be able to learn and progress as normal. If the pupil's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the pupil may need.

Early identification:

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

- Evidence obtained by teacher observation/ assessment
- Outcomes from baseline assessment results
- Their performance within National Curriculum expectations
- Standardised screening and / or assessment tools.

English as an additional language:

Leechpool Primary School values all linguistic and cultural diversity. Children who are acquiring English as an additional language will be supported to continue to develop their home language as well as developing English. Where language problems present, school will make every effort to assess children's language acquisition in their home language as well as English to determine if the issue is EAL or a language problem and draw upon services like Speech and Language Therapy and other available services if required.

Send provision:

On entry to Leechpool Primary School each pupil's attainment is assessed. This will help to inform the school of a pupil's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when transferring from one school/setting to another. Baseline assessments are used on entry to school. Children with a Cognition and Learning need of Stage 3 will be assessed using iASEND to track small step progress of the curriculum.

For pupils with identified SEND the SENDCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements / experiences, for planning next steps in learning
- involve parents in a joint home-school learning approach

The range of provision:

The main methods of provision made by Leechpool Primary School are:

- Full-time education in classes, with additional help and support by class teacher/support staff through a differentiated/scaffolded curriculum and/or resources
- Periods of withdrawal to work with a support teacher/assistant (where appropriate) this could be 1:1 or in small groups
- In-class support with adult assistance
- Support from specialists within class or as part of an individualised programme
- Specialist resources or equipment where appropriate

Monitoring pupil progress:

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will seek help from the SENDCo. The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme i.e. interventions that are additional to or different from those provided as part of school's usual differentiated curriculum. Where support additional to that of normal class provision is required, we endeavour to provide it through the funding provided by the school. To identify the level of need, Leechpool Primary School will refer to the LA's guidance as detailed in the school's local offer and the school's SEND information report which is available on the school website. .

If, after further consideration, a more sustained level of support is needed, outside advice and support would be sought. Where concerns remain despite sustained intervention, the school will consider requesting an Education Health and Care Plan (EHCP) through Statutory Assessment. Parents will be fully consulted at each level, as will the child as much as possible. If the request for a statutory assessment is approved, the child will continue to be supported through school, whilst the LA Statutory Assessment Service prepares an Education Health and Care Plan. The school also recognises that parents have a right to request a Statutory Assessment and will provide the necessary details if this is requested.

Nature of intervention:

The SENDCo and the class teacher will collaborate to decide the action required to help the pupil progress. They will use the guidance stated in the LA 's guidance and base this on the results of previous assessments. The actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Sunderland SEND Services for advice on strategies, equipment, or staff training

Individual support plans:

Strategies for pupils' progress will be recorded in a SP (Support Plan) containing information on :

- Areas of need
- Learning outcomes
- Teaching activities and resources
- Date for review
- Success and/or exit criteria

The SP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. The SPs will be discussed with and agreed with parents, and if appropriate they will be discussed with the pupil.

Reviewing Support Plans:

SPs will be reviewed as appropriate, at least termly. The school will endeavour to hold the reviews in an informal manner, and are additional to the scheduled parent's evenings. Parents' views on their child's

progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Request for Education Health and Care Plan:

The school will request an Education Health and Care Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern and/or demonstrates additional provision is needed. An Education Health and Care Assessment can also be requested by a parent or outside agency. The school will have the following information available:

- The action followed as per the LA Guidance
- The pupil's previous SPs
- Records and outcomes of regular reviews
- Information on the pupil's health and relevant medical history
- Previous N.C. levels or equivalent English/Maths attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health and Care Plan.

The Local Authority must make a decision within **20 weeks** of the request for an Education, Health and Care (EHC) assessment, in line with statutory guidance from the SEND Code of Practice (2014). During this period, parents, pupils (where appropriate), and professionals will be fully consulted and kept informed of progress.

Transition:

We pass on all records of a child's SEND on transfer to secondary school or to any other school. We have links with the SENDCos at the main secondary schools attended by our pupils. The SENDCo from the receiving school will be invited to review meetings to share information and to draw up a transition plan during years 5/6. A date will be arranged for parents and the child to visit the secondary school to support induction. We request advice from special schools in the LA when we encounter any problems with pupils who require specialist knowledge.

Some pupils find transition to the next year group challenging. Particular pupils may need additional work relating to transition. These pupils will be identified by the class teachers and SENDCo during the summer term. A transition plan will then be put in place to support these pupils during this time.

Record-keeping:

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. Leechpool Primary use CPOMs to store all personal records and information. This includes SEND information. In addition to the usual school records, the pupil's profile will include:

- Pupil's own perceptions of difficulties
- Information on progress and behaviour
- Information from parents
- Information from health/social services
- Information from other agencies

The role of the SENDCo:

The role of the SENDCo is:

- to support and advise colleagues on the graduated approach to providing SEND support
- overseeing the day-to-day operation of the school's SEND policy
- to co-ordinate the provision for pupils with SEND (including support staff where applicable)

- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- to maintain the school's support service and oversee record-keeping on all children with SEND working in partnership with members of staff and ensure that records of all pupils with SEND up to date
- to work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010) in line with the school's Accessibility Plan.
- to contribution to in-service staff training
- being a key point of contact with external agencies, especially the LA and its support services
- Liaising with: Parents of pupils with SEND, Early Years providers, external agencies including the Sunderland Learning Teams, Educational Psychology Service, Social Care and Medical Services including Speech and Language Therapists, Occupational Therapists, and voluntary bodies. Potential next providers of education to ensure smooth transition and designated teachers where a looked after pupil has SEND

The role of the governing body:

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
- Ensuring that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- Having due regard to the statutory guidance within the current SEND code of practice when carrying out duties toward all pupils with SEND
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget
- To appoint a SEND Governor who has responsibility for SEND

The role of the SEND Governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

SEND Training:

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo's role in school-based training is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, training requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs.

Learning support assistants' requirements in supporting pupils' needs will be considered frequently. The school's training needs will be included in the school development planning.

Parental engagement:

Leechpool Primary School firmly believes that parents should be involved in their child's education from the earliest stages and, when the child has SEND, this is even more important. Parents are always informed of teacher's concerns and we strive to create an atmosphere where parents feel able to voice their concerns. This may happen informally, through structured conversation, at parents evening or at a specifically arranged meeting. Parents can often provide information about medical, social and emotional factors that

may be affecting the child's learning or behaviour. Parents are encouraged to take an active part in supporting their child's learning and are kept informed about progress made. Parental consent is received before a child is discussed at a planning meeting, before requesting advice from or referring a child to external agencies and before placing a child on the SEND additional needs register.

Pupil Voice

At Leechpool Primary School, we value the views and experiences of our pupils with SEND and recognise their right to be heard. Wherever appropriate, pupils are encouraged to contribute to their Support Plans, review meetings, and target setting. Their opinions are taken into account when planning provision, and we ensure they have opportunities to express how well strategies are working for them. By involving pupils in decision-making, we aim to build their confidence, independence, and sense of ownership over their learning journey.

Links with external agencies/ organisations:

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- School Nurse
- Consultant Paediatrician
- Educational Social Worker
- Child and family Services (Multi-disciplinary team including consultant Psychiatrist and Play Therapist)
- Speech and language therapists
- Physiotherapists
- Occupational Therapists
- West Sussex SEND Services
- Specialist Services
- Education Welfare Officer
- Social Care
- Physical and Medical specialists
- EYFS
- CAMHS

This policy is reviewed at least yearly or when guidance is given from the LA or DfE.