Leechpool Primary School
Special Educational Needs & Disability (SEND) Policy
Reviewed: September 2026

School Vision and Values

At Leechpool Primary School, we are committed to providing an inclusive, safe and supportive learning environment in which every child is valued, nurtured and challenged to achieve their full potential. We believe that all pupils have the right to access a broad, balanced and ambitious curriculum, and we celebrate diversity, recognising that every learner is unique.

Our school values underpin our inclusive practice and guide our approach to supporting pupils with Special Educational Needs and Disabilities (SEND). We aim to be inclusive by design: anticipating and removing predictable barriers to learning and participation through high-quality, adaptive teaching, accessible curriculum design, appropriate reasonable adjustments and timely support.

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 high-quality, adaptive teaching, appropriate scaffolding and reasonable adjustments so that pupils can access an ambitious curriculum.
- 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 and inclusion are integral to whole-school practice and that every teacher takes responsibility for the progress and development of pupils with SEND in their class.
- To regularly review pupils' progress, evaluate the impact of provision, set measurable outcomes and work in partnership with families and relevant external professionals, in line with the current SEND Code of Practice.

Objectives

- To identify needs at an early stage through the curriculum, ongoing assessment and observation
- To use assessment to inform adaptive teaching, curriculum planning, scaffolding and targeted support so that barriers to learning are reduced.
- To use appropriate grouping, adaptive teaching, scaffolding, manipulatives, assistive technology, human and material resources and reasonable adjustments to support full access to the curriculum.
- 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 to the current SEND Code of Practice and its statutory duties under the Children and Families Act 2014 and Equality Act 2010. Parents will be informed when SEN provision is being made for their child.

Legislation, guidance and national reform context:

This policy is informed by the Children and Families Act 2014, the Equality Act 2010, the current SEND Code of Practice: 0 to 25 years, and relevant statutory and local authority guidance.

The Department for Education published Every Child Achieving and Thriving and the SEND reform consultation, Putting Children and Young People First, in February 2026. At the date of this policy, many wider SEND system changes remain proposals and do not replace the current statutory framework. The school will review this policy when new legislation or statutory guidance comes into force.

During 2026/27, the school will also have regard to current DfE guidance on the Inclusive Mainstream Fund, school Inclusion Strategies and SEND and inclusion training for mainstream schools.

Staffing:

SEND Coordinator – Mrs Smith
SEND Support Staff - allocated to classes appropriate to need
SEND Governor – Mrs L Willmott
SEND Support Team – Mrs Vowels, Mr Dodd

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 broad, balanced and ambitious curriculum. Inclusion is a whole-school responsibility. The school seeks to identify and remove commonly occurring and predictable barriers to learning and participation through inclusive universal provision, high-quality adaptive teaching, early evidence-informed support, accessible enrichment, a culture of belonging, strong partnerships with families and services, and continuing improvements to accessibility. Where universal provision is not sufficient, targeted or specialist support will be provided according to need.

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 pupils with SEND and wider inclusive practice. This includes oversight of the school's core funding, notional SEN budget and, where applicable, the Inclusive Mainstream Fund (IMF). IMF funding is used at whole-school/cohort level to strengthen inclusive universal provision and early, evidence-informed targeted support; it is not an individual pupil budget.

The school will develop, publish and annually review its Inclusion Strategy in line with current DfE requirements. The strategy will identify commonly occurring needs and barriers within the school cohort, explain how overall funding is used to strengthen inclusion, set out planned approaches and associated costs, and be scrutinised by governors.

Identification, assessment, and provision:

At Leechpool Primary School, we take a whole-school approach to SEND and inclusion. All teachers are teachers of SEND and remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers identify barriers, adapt teaching and the learning environment, use assessment to inform next steps and work with the SENDCo where additional or different provision may be required. The SENDCo supports and advises colleagues and coordinates provision, but responsibility for inclusive classroom practice remains with the class teacher.

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, available information about each pupil's attainment, development and additional needs is considered to support continuity in learning. Assessment is ongoing and should be proportionate to need. Support is not dependent on a formal diagnosis: where a pupil faces a barrier to learning or participation, staff will respond through adaptive teaching, reasonable adjustments and appropriate targeted support.

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 high-quality adaptive teaching, scaffolding, reasonable adjustments and accessible resources as part of the school's universal offer.
- Periods of withdrawal to work with a support teacher/assistant (where appropriate) this could be 1:1 or in small groups
- Purposeful in-class support, where appropriate, designed to promote participation, independence and access to teaching rather than create unnecessary dependence on adult support.
- 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 pupil may need further support to make progress, the teacher will seek advice from the SENDCo. The class teacher remains responsible for working with the pupil on a daily basis and for planning, delivering and evaluating appropriate adaptations and provision. Where support that is additional to or different from the school's ordinarily available provision is required, this will be planned through the graduated approach of assess, plan, do and review. Where appropriate, the school will use its delegated resources and seek external advice or additional funding in line with local arrangements.

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 class teacher will collaborate, with the pupil and family where appropriate, to identify barriers, agree intended outcomes and decide the action required. Support will be evidence-informed and should build on high-quality classroom provision. Additional adult support is one possible response, but will not be the default where needs can be met more effectively through adaptations, resources, environmental changes, targeted teaching or specialist advice.

- 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 West Sussex SEND Services for advice on strategies, equipment, or staff training

Individual support plans:

Where provision is additional to or different from the school's ordinarily available provision, agreed outcomes and strategies will be recorded in a Support Plan (SP). The plan will include:

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

The SP will focus on provision that is additional to or different from the school's ordinarily available inclusive provision and will normally concentrate on a small number of meaningful, measurable outcomes closely matched to the pupil's needs. Support Plans will be discussed and agreed with parents/carers and, where appropriate, with the pupil.

Reviewing Support Plans:

Support Plans will be reviewed at least termly as part of the graduated approach of assess, plan, do and review. Reviews will normally be led by the class teacher, who is responsible for implementing and evaluating the child's provision. Parents and carers will be actively involved in reviewing progress, discussing outcomes and agreeing next steps. The SENDCo will provide advice and support to teachers and attend reviews where appropriate, particularly where needs are complex or additional specialist or statutory input is required.

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 statutory EHC needs assessment and plan process must normally be completed within 20 weeks of the request for an EHC needs assessment, subject to the exceptions set out in legislation and statutory guidance. During this period, parents, pupils (where appropriate) and professionals will be 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 SENDCo's 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.
- contributing to and coordinating SEND and inclusion professional development for staff
- being a key point of contact with external agencies, especially the LA and its support services
- To work in partnership with parents and carers, providing specialist advice, guidance and direct involvement where appropriate, particularly for pupils with complex needs, those undergoing statutory assessment and those with Education, Health and Care Plans. The SENDCo supports class teachers in their responsibilities for day-to-day communication with families and the implementation and review of SEND provision.

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 required SEND information is published on the school website in accordance with the current SEND Code of Practice and statutory publication requirements.
- Scrutinising the school's Inclusion Strategy, including the rationale for approaches, planned use of funding and evaluation of impact, in line with current DfE requirements.

SEND Training:

SEND and inclusion form part of the school's planned professional development programme. Staff are expected to develop the knowledge and skills needed to identify barriers, deliver high-quality adaptive teaching, make reasonable adjustments, use evidence-informed targeted support and respond effectively to individual needs. The SENDCo supports school-based professional development and staff access to relevant local and national training, including current DfE SEND and inclusion materials for mainstream schools. Training priorities will be identified through pupil need, staff development, monitoring and school improvement planning.

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:

At Leechpool Primary School, we recognise the importance of working in partnership with parents and carers to ensure that children with SEND receive appropriate support. The class teacher is the first point of contact for parents wishing to discuss their child's learning, progress, additional needs or day-to-day provision. Class teachers have responsibility for the progress and development of all pupils in their class, including those with SEND. Where additional advice or support is required, the class teacher will liaise with the phase leader and/or SENDCo to review concerns and agree appropriate next steps. Parents are welcome to request a meeting with the SENDCo. Meetings will be arranged by appointment where SENDCo involvement is appropriate, particularly where a child's needs are complex, concerns require specialist oversight or statutory SEND processes are involved. The SENDCo will have direct involvement in coordinating provision for pupils with complex needs, Education, Health and Care (EHC) needs assessments, EHC plans and statutory review processes, working alongside class teachers, families and relevant professionals. We value regular communication with families and will ensure that parents are informed, consulted and involved in decisions about their child's SEND provision. Parents of pupils receiving SEN Support will have opportunities to meet with the school at least three times each year to review progress, outcomes and provision, normally led by the class teacher with SENDCo support as appropriate.

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 and specialist services make in helping settings identify barriers, assess need and strengthen provision. The school will work with relevant services available locally, including developing national/local models such as Experts at Hand where these are commissioned and accessible in West Sussex. Access to school-based support is not dependent on a formal diagnosis where a pupil's needs can be identified and addressed through the graduated approach.

- 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 will be reviewed at least annually and sooner where changes to legislation, statutory guidance, DfE requirements or West Sussex local arrangements make this necessary. Proposed SEND reforms will be incorporated when they become legally or operationally applicable to the school.