



Special Educational Needs and Disabilities Policy 2024-2025



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Prepared by:	School SENDCo	Reviewed:	November 2024
Approved by:	Governing body	Next review date:	November 2025

Policy on Special Educational Needs and Disabilities (SEND)

Compliance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEND Information Report regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was then finalised by the SENDCo in consultation with SEND Governor, parents, pupils and staff at the school.

The SENDCo at **Leighfield Primary School** is a qualified Teacher and member of the senior leadership team. New to She is currently working towards the NPQ SENDCo award and is being mentored by the previous SENDCo and current Deputy Head, who holds the National SENCo Award.

Aims

At **Leighfield Primary School** we are committed to using our best endeavours to provide an appropriate and high quality education for **all** children which enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

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Objectives

To achieve this aim we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. Respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND.
3. Be committed to identifying a pupil's special educational needs at the earliest point and ensuring effective provision in order to improve long term outcomes is in place.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions, where possible, and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. The head teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014) Support pupils themselves to participate in discussions, where possible, and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
9. Ensure that a qualified Special Needs Coordinator is in place, who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The head teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

Identification of Special Educational Needs and Disabilities

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of others of the same age, or

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- 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. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of *all* pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often demonstrate aspects of difficulty across a range of these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. At Leighfield Primary School, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

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Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

Wellbeing

Whilst there is not always a direct correlation between mental health, wellbeing and a child having SEND, there can be. As a school, we place a huge emphasis on monitoring and supporting the mental health and wellbeing of all our pupils and in 2023 successfully achieved the Wellbeing Award for schools (Awards Place). Our Wellbeing Mission statement can be found below, but for more information on how we work with our parents and the wider school community to support the mental health and wellbeing of our children, staff and families, please refer to our Wellbeing Policy and Wellbeing Strategy.

Mission Statement

Leighfield has a holistic approach to each child's education, ensuring that their well-being is at the heart of the school's ethos. Children are nurtured and cared for in a safe environment to ensure their individual needs are met. We aim to develop independent, resilient and kind children who enjoy learning, enabling them to thrive and reach their full potential.

The graduated approach to SEND support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Where necessary, class teachers will put in place relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of a pupil's needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete a cause for concern form they will share with the SENDCo. Within this dialogue, the need for additional assessments as well as whether it might be appropriate for the child to be placed on the SEN register will be considered. If this is the case, parents will be invited to attend a meeting and share their views and experiences. Wherever appropriate, the child's views will also be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, then the child will be placed on the school SEND register at 'SEN Support'. Parents will always be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

Working together, the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil. This will be delivered by staff with sufficient skills and knowledge. Support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. Through this cycle, actions are reviewed and refined as necessary. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

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The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support 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.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself, or from outside agencies. Parents will always be involved in any decision to involve specialists, along with the child's class teacher and where appropriate, the child. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to liaise with any specialist agencies and ensure that anything discussed or agreed is recorded, shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- ADHD Solutions
- Casy Counselling
- Rutland's School Support Partnership
- Specialist SEMH teachers
- Specialist teachers for children with hearing and vision impairment, including multi-Sensory impairment, and for those with a physical disability
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Early Help practitioners

In some cases, there is a charge for accessing specialist agency support; funding for which will be deducted from the school's notional SEND budget and will be monitored by the SENDCo and Headteacher.

The Local Authority Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an Education, Health and Care (EHC) assessment from the Local Authority. To inform this decision, the SENDCo will have close regard to the local authority's criteria for funding through an EHC Plan assessment. This can be found on the Rutland County Council Local Offer website along with information on the EHC plan coordinated assessment process. This will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it. Where pupils are granted an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

Rutland's Local Offer can be found at:

[SEND Local Offer | Rutland County Council](#)

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Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register where they have made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- SEND Support is no longer required to ensure this progress is sustained.

Supporting parents/carers of children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs. We strive to develop honest and open relationships and want our parents to feel fully involved in any decision making regarding their child. We want parents to feel they are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- Ensuring that the SENDCo will be available for meeting by appointment through the school office or by email.
- Ensuring that, where necessary, class teachers are available to meet with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity. These may be raised either by the class teacher or the parents themselves.
- Inviting parents of pupils with SEND into school at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of, or in addition to parents' evening meetings and may be supported by the SENDCo. Where it is not possible for parents to come into the school building, online meetings via TEAMS will be offered.
- Ensuring that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Keep a record of the outcomes, action and support agreed through these discussions and ensure that it is shared with all the appropriate school staff. A record will also be given to the pupil's parents.
- Signpost parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and any additional Local Authority services.
- Plan in additional support for parents at key times, for example when considering a referral for a coordinated assessment for an EHC plan or and to ensure smooth and successful transition into the school or to next phase of education.
- Seek parents' views through periodic questionnaires and considering adjustments to practice in the light of responses.

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Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confidently. We want them to be able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights, becoming increasingly able to make informed decisions about their learning and future.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress and will be as fully involved as possible in making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example when preparing to move schools, to ensure smooth and successful transition into the school or to next phase of education.
- Pupils with an EHCP (Education, Health and Care plan) will be provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, or by preparing a statement to be shared at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo/subject leaders, considering adjustments to keep in the light of analysis.

Supporting pupils at school with medical conditions

At Leighfield, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Arrangements are in place to support pupils at school with medical conditions and are detailed with the school's policy for supporting pupils with Medical Conditions.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils, including those with SEND. This is done through the analysis of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's Advisory Board also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of their process of monitoring the effectiveness of the school's SEND Policy.

Training

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In order to maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends SENDCo Network meetings in order to keep up to date with local and national updates in SEND.

Funding for SEND and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including those with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND require special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

Where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant, the school may also be able to access Pupil Premium Funding to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teacher and SENDCo, class teachers will map the targeted provision in place for pupils on the SEND register. This targeted provision is outlined on individual class and SEND provision maps.

Roles and responsibilities

SENDCo:

The key responsibilities of the SENDCo are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

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- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Class teachers:

- 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 how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The Headteacher:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the SENDCo has sufficient time and resources to carry out their functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

The Advisory Board:

- Monitor the quality and effectiveness of SEN and disability provision within the school
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

Storing and managing information

All records containing Sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further details, please refer to our Accessibility Plan for further details.

Dealing with Complaints

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Any complaints concerning SEND should be made in accordance with the school's Complaints Policy and a summary of that is as follows:

- Stage 1** Discussion with relevant teacher. This may be over a period of time. The teacher and complainant may want to consult with third parties. The teacher should keep written notes and agree any follow up.
- Stage 2** Discussion with Head Teacher. This may be over a period of time. The Headteacher and complainant may want to consult with third parties.
- Stage 3** Informal discussion with the Director of Primary Education. A response will be given within 10 working days.
- Stage 4** A request should be made for the complainant to set out the complaint in writing as a letter (if there is any difficulty with this then the school will give all help possible to ensure an oral statement is clear and agreed).

This formal complaint to the Advisory Board will be sent to the Chair of the Advisory Board. Within 15 working days of receiving the written complaint the Advisory Board will organise a committee, comprised of at least three people not directly involved in the matters of the complaint, who will meet to consider the complaint.

Within 7 working days of that meeting the complainant will be informed of the decision, the reasons for it and any action to be taken by the school. The decision of the committee is final.

For further information, please refer to the School's Complaint Policy which can be found on our school website, or you can request a copy from the school office.

If your child has an Education Health and Care Plan (EHCP) please contact your named Case Work Officer – Contact details can be found on correspondence regarding your child's EHCP.

To make a complaint regarding a concern you have with relation to the Local Authority please follow one of the two options below:

Rutland County Council:
Catmose House,
Catmose Street,
Oakham
LE15 6HP

Bullying

At Leighfield we do everything we can to mitigate the risk of bullying of vulnerable learners in our school. Please refer to our anti-bullying policy for further information.

Reviewing this policy

This policy will be formally reviewed annually and published on the school's website.