



St Leonard's Church of England Primary School

Special Educational Needs Policy

Date written:	September 2024
Policy written by:	Amanda Cronshaw
Ratified by Governors	
Date of next review:	September 2025





Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENDCO and approved by staff and governing body.

This is in line with the school's mission statement:

Our mission is to nurture happy, confident children, growing and learning together in the footsteps of Jesus Christ.





Aims

In line with our Christian Vision, we at St Leonard's Church of England Primary School believe in giving all children full access to a high quality, broad, balanced and differentiated curriculum which recognises individual strengths, interests and abilities. We are committed to making our best endeavours to meet the special needs of pupils, ensuring that they reach their full potential. Every teacher is a teacher of every child, including those with SEND. We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education, within a safe, caring and mutually supportive environment.

We aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Monitor progress regularly so that those children with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to meet the needs of our children with special educational needs and support them in achieving their full potential we will endeavour

- To work within the guidance provided in the SEND Code of Practice (2014);
- To operate a 'whole school' approach to the management and provision of support for SEND
- To provide a Special Educational Needs and Disability Co-ordinator (SENCO) who will work with the SEND Policy
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.

In Jesus' Footsteps, we will grow in grace and knowledge.





- To provide support and advice to all staff working with children with special educational needs and/or disabilities (SEND)
- To plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning.
- To adopt a child centred, graduated approach which is underpinned by an Assess, Plan, Do, Review cycle
- To work in close partnership, where appropriate, with outside agencies to support children who have SEND
- To provide advice and support for all staff, governors, parents and the wider school community in SEND issues
- To work in close partnership with parents/carers of children who have SEN
- To maximise outcome for children with SEND and their families
- To encourage active involvement and decision making by the children themselves in meeting their needs which affect their education
- To recognise, value and celebrate pupils' achievements however small
- To write Individual provision maps with clear and achievable outcomes for the pupil, involving the pupil and parents in identifying these outcomes and working towards them.

Identification of Pupil Needs

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age

and/or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within either of the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

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The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

These four broad areas give an overview of the range of needs that may be planned for. The school is committed to early identification of pupil needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

A diagnosis of a need does not necessarily mean that a child has SEND and will require SEND provision.

Provision

The school's Local Offer can be found on the school website

<https://www.langho-st-leonards.lancs.sch.uk/learning/sen>

This indicates the type of provision the school currently offers to pupils with SEND and disability. It is reviewed annually.

The key feature of the SEND Process, at any stage, is always the **Graduated Approach** as advised in the Code of Practice 0-25 years and follows the **Assess, Plan, Do, Review** cycle. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process.

The Graduated approach is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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Assess

This involves careful consideration of the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. More detailed assessments may be administered by the SENDCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage. Pupil Progress Meetings are held each term. Here, the class teacher meets with the Head and/or members of Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight areas of strength and difficulty and facilitate the planning of further support. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

Plan

Planning will involve consultation between the teacher, SENDCO, Senior Leadership Team, parents and where appropriate outside agencies to agree the adjustments, interventions and support required to overcome barriers. Clear, achievable targets will be set regarding the impact on progress, development and/or behaviour that is expected as well as a clear date for review. This will be recorded on a pupil passport/group or individual pupil plan as appropriate. Support and intervention is matched to need and developed as required through three **Waves of Intervention**.

- **Wave 1** - Inclusive quality first teaching for all
- **Wave 2** - Additional interventions to enable children to work more closely at age related expectations
- **Wave 3** - Highly personalised interventions. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs; the support that is being provided; any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

A pupil being supported with planned, timetabled Wave 3 (highly personalised) interventions will be identified as requiring **SEND Support** and included on the school's Special Needs Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning.





Do

The class teacher remains responsible for working with the child on a day-to-day basis. Clear expectations of outcomes and time intervals will be detailed. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly (at least termly). The review process will evaluate the impact and quality of the support and interventions within the stated timescale. It will also take account of the views of the pupil and parents. This review will be recorded on the pupil plan. The class teacher, in conjunction with the SENDCO, will revise the type and level of support based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. If necessary, the cycle will begin again. Occasionally a pupil may need more expert support from an outside agency such as, Educational Psychologist, Specialist Teacher, Occupational Therapist and/or Speech and Language Therapist etc. A referral will be made, with parental consent. Often, following appointments/assessments, a programme of support is provided to the school and home.

Criteria for exiting Special Educational Provision

A child may no longer require Special Education Provision (SEP) where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.





Referral for an Education, Health and Care Plan

If a child has lifelong, complex and significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- 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. A decision will be made by a multi-disciplinary team as to whether the child is eligible for an Education Health Care Plan (EHC Plan)

Where an EHC Plan is agreed the document will describe a child's SEND and the provision recommended. EHCPs can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or recommend attendance at a specialist school.

This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required. The review will be child-centred and look at what is important to the child now and in the future.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer.





Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENDCo and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's designated safeguarding leader is the headteacher Mrs D Lindley. The backup 'DSL' is the deputy headteacher Mrs L Carney.

The School's Child Protection Governor is Ms Lynne Harrison.

Admissions

Pupils with special educational needs will be admitted to St. Leonard's Church of England Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St. Leonard's Church of England Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning





they will make their best effort to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

Examinations

The Headteacher is responsible for ensuring all provision is in place for SEND children to access end of Key Stage external assessments.

Medical Needs

The school recognises 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 (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website at www.langho-st-leonards.lancs.sch.uk/

Monitoring and Evaluation of the Policy

The success of the policy will result in the needs of the children with SEND being met by

- Encouraging good communication and receiving positive feedback from staff, parents, pupils and other professionals throughout the year.
- Recording SEN provision and interventions on provision maps, which are updated termly by the class teacher and monitored by the SENCO.
- Regularly reviewing the child's progress against the targets set and adapting if progress is not acceptable
- SEND Self Evaluation Audits
- Allocation of staff and funds to provide good quality teaching and intervention
- Providing appropriate and adequate training to ensure staff knowledge is up to date.
- Ensuring targets that are a focus of interventions are generalised, practised in class and independently
- Ensuring all pupils with SEN receive the best possible education, within a safe, caring and mutually supportive environment.
- Creating an environment in which all pupils are valued, have respect for one another and grow in self-esteem.
- Giving equal access to all aspects of school life through academic, social and practical experiences.





Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and/or the SENDCo.

The SENCO will keep abreast of current research and thinking on SEND matters and attends SEND and EP cluster groups.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- Specialist teaching
- Appropriate resources
- Additional support from teachers and teaching assistants
- Release time for SENCO
- Continuous Professional Development
- EP or other advisory support

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.





Roles and Responsibilities

The Governing Body

The SEN Governor, Mrs R Frampton will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- termly reports to governors detail the effectiveness of the SEND policy.
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs and Disabilities Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEND provision for children.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher ensures a graduated response to the individual learning and SEND needs of children

Role of Class Teacher and Support Staff

Teachers are 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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with





SEND. They work together with the SENCO to implement the graduated response. Teachers should have high aspirations for every pupil. They must involve parents and pupils in planning and reviewing the progress of SEND children.

Storing and managing information

The confidential nature of SEND information is fully recognised at St. Leonard's Church of England Primary School and all information is stored appropriately.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review (September 2024)

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St Leonard's Church of England Primary School publishes its accessibility plans within its Local Offer. These can both be found on the website at www.langho-st-leonards.lancs.sch.uk/

In line with the 2001 SEN and Disability Act and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme.

For further information refer to published school policies, school prospectus and Local Offer all available through the school website.

Bullying

Bullying is taken very seriously at St. Leonard's Church of England Primary School. To view the school's policy on anti-bullying, see the school's website at www.langho-st-leonards.lancs.sch.uk/

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St. Leonard's Church of England Primary School endeavour to generate a culture of support and care among pupils.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chairman of the Governors





Data Protection

The school will maintain data and records in line with the requirements of the Data Protection Act 1998

Policy Reviewed: April 2022

Next Policy Review: April 2023

Links with other Services and Schools

LEA

Schools Special Educational Needs and Disability Officer (SENDO)

Educational Psychology Service

Specialist teachers from Special Educational Needs and Disability Service

The Medical Services

Community Paediatrician

Community Nurse

Clinical Psychologist

CAMHS

ELCAS

Physiotherapy Service

Occupational Therapy Service

Speech and Language Therapy Service

Schools

Little Lennies Nursery

Acorn Nursery, Oakhill

Whalley Meadows

Whalley Pre-School

The Nursery at Brockhall

Conkers Nursey

The Willows Nursery

Little Cheeky Monkeys Nursery

Little Discoverers Nursery

Ribblesdale High School

Bowland Academy

St Augustines RC High School

St Wilfrid's CE Academy

Pleckgate High School

Clitheroe Royal Grammar School

These are the most common service providers and transition schools, however staff are happy to liaise with other third parties to provide successful working partnerships with all potential agencies involved.





Glossary of Abbreviations

ADD Attention Deficit Disorder
ADHD Attention Deficit and Hyperactivity Disorder
ASD Autistic Spectrum Disorder
CAMHS Children and Adolescent Mental Health Service
COP Code of Practice
DDA Disability Discrimination Act
EHCP Emotional, Health and Care Plans
ELCAS East Lancashire Child and Adolescent Services
EY Early Years
HI Hearing Impairment
INSET In -Service Training
IPP Individual Pupil Plan
KS Key Stage
LEA Local Education Authority
MSI Multi Sensory Impairment
MLD Moderate Learning Difficulties
PD Physical Disabilities
PIVATS Performance Indicators for Value Added Target Setting
PMLD Profound and Multiple Learning Difficulties
SATs Standardised Attainment Tests
SEMH Social, Emotional and Mental Health
SEND Special Educational Needs and Disability
SENCO Special Educational Needs and Disabilities Co-ordinator
SENDA Special Educational Needs and Disability Act
SEP Special Education Provision
SLCN Speech, Language & Communication Needs
SpLD Specific Learning Difficulty
VI Visual Impairment





Three Waves Model of Teaching

Wave 1 : Quality First Teaching

All children are entitled to High Quality first teaching at Wave 1. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Every teacher is a teacher of every child, including those with SEND, and they adjust their teaching to suit differences in learning.

Wave 2 : Wave 1 plus additional, time- limited, tailored intervention support programmes

Where a child has difficulties that cannot be met within the Wave 1 provision they can be given additional planned help and support at Wave 2. Typically this involves small group work (occasionally 1:1) and may be delivered by a teacher or teaching assistant. The pace of this type of intervention will suit some children who need a quick boost.

Wave 2 should not be seen as a stepping-stone to Wave 3 intervention

Wave 3 : Wave 1 and possibly wave 2 plus increasingly individualised programmes

The child who has greater difficulties should have access to planned intervention at Wave 3 designed to boost progress and help the child close the gap between themselves and their year group. This involves paired and 1:1 situation teaching delivered by a teacher and teaching assistant. The lessons are highly structured so that steps in learning are small and achievable.





A Summary of the Four Broad Areas of Need

Many children have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area. It is important to look at the individual child when thinking about how best to support them.

A brief description of the four broad areas of need follows;

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. The profile for every child with SLCN is different and their needs may change over time.

Children with a diagnosis of autistic spectrum disorders, including Asperger's syndrome, have needs in this area. They are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Children with communication and interaction difficulties may or may not also have learning difficulties.

Cognition and Learning

Children may need support if they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. All children in this category have a form of learning difficulty.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties (such as anxiety, depression, disordered attachment) which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.





It is crucial to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. Children with these disabilities will usually access support from the specific local team, which may be a combination of education and health services. It may be that they require specialist equipment to access their learning and all the opportunities available to their peers.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

