



Special Educational Needs & Disability (SEND) Policy 2023-2024



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1. Aims and Guiding Principles

Lightmoor Village Primary School has the vision that all children, with or without special educational needs, will be included fully in our school environment. We work with staff and pupils closely to ensure that our curriculum is ambitious for all. When giving children educational opportunities it is the responsibility of *a//* members of staff to facilitate this learning.

We want every child to be able to engage actively in learning and reaching their full potential in all areas of school life knowing that they are cared for and supported. Children's well-being is at the centre of our life in school and has an important role in supporting academic attainment. Key to this is all stakeholders having high expectations for each and every pupil whilst developing confident, reflective children who are proud to belong to our community and have a sound knowledge of their own value and purpose in the world.

At Lightmoor Village Primary School, we believe all children, including those identified with Special Educational Needs and Disabilities have a common entitlement and this policy describes the way in which we meet the needs of children who experience potential barriers to the learning.

This policy aims to:

- Ensure every child has an equal opportunity to participate in all aspects of school life irrespective of race, gender, religion or special need.
- Provide equal access to the National Curriculum and to plan and provide a curriculum which is accessible to all the needs of the pupils.
- Raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- Establish good home-school communication.
- Involve the pupil in the planning and target setting of his/her work.
- Involve parents in planning and target setting of their child's programme of work.
- Monitor and review individual needs regularly and to maintain clear records of any action taken.
- Review needs and provision termly for budgeting, planning and resourcing for SEND.

We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

Links to additional relevant policies are highlighted throughout this document. If you do not have access to these electronically, then a paper copy may be requested from the school office.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) 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, SEND co-ordinators (SENDCOs) and the SEN information report

3. Definitions

'Children have SEN if they have a learning difficulty which calls for special education provision to be made for them.'

A child or 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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

A child under compulsory school age has special educational needs if they fall within the definition in (a) or (b) 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 or form of language of their home is different from the language in which they will be taught. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

A child with special needs may need extra or different help at school or home because of a range of difficulties that come under the 4 identified broad areas of need according to the SEND Code of Practice (2015), namely:

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

4. Management of SEND

Parents will always be kept informed of any provision which is **additional to** or **different from** everyday classroom learning opportunities. We strive to work in partnership with the parents of our SEN children, with the needs of the child central to our decisions.

Any SEN provision is explained clearly to parents by the SENDCo, and they are invited to contribute to and attend any review meetings about their child. They are kept informed as to the progress their child has made towards targets on the provision maps, and new targets are explained.

If a child no longer requires SEN provision, the SENDCo will inform parents of this, whilst keeping lines of communication open, should there be further concerns. Parents and governors are invited to any SEN training organised by the school. Children who make slower progress, will be given carefully differentiated learning opportunities to help them progress, with regular and frequent careful monitoring by the class teacher and the SENDCo.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by a range of means to ensure that all children are given the opportunity to succeed.

All teachers take account of the inclusion statement in National Curriculum;

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We recognise strengths as well as weaknesses, and feel strongly that the 'whole child' must be nurtured. Early identification, assessment and intervention are recognised as the key to meeting the needs of individual children.

5. Roles and Responsibilities

The SENDCo, (Special Educational Needs and Disability Co-ordinators) for our school is Miss Imogen Sutton.

I. The SENDCo is responsible for:

- managing the day-to-day operation of the SEND policy,
- coordinating the provision for children with SEND,
- Liaising with parents of children with SEND,
- contributing to the in-service training of staff,
- managing the school-based assessment and completing the documentation required by outside agencies and the LA,
- managing a range of resources, human and material, to enable appropriate provision for children with SEND,
- assessing and supporting pupils with special educational needs,
- liaising with nurseries, primary and secondary schools to ensure effective transfer of pupils,
- supporting teachers when writing Assess, Plan, Do, Review, provision maps and other relevant paperwork
- liaising with support staff who deliver the intervention programmes,
- working with outside agencies and organisations to review and develop the Local Offer,
- working in partnership with parents and carers.

II. Teachers/Teaching Assistants

- All teachers/TAs are teachers of children/pupils with SEND, and differentiate through 'Quality First Teaching', according to the needs of the children. Monitoring progress of all children/pupils is an ongoing process which enables early identification of any child/groups of children who may require additional or different provision to meet their needs. Children are fully integrated into the life of the school, and the curriculum. Our provision recognises the strengths of the individual as well as allowing for areas which require development. Opportunities exist for all our children to contribute to the social and cultural life of the school.

III. The Governing Body

The SEND Governor at Lightmoor Village Primary School is Pete Jones

The Governing Body ensures the necessary provision is in place for any pupil identified as having SEND. The governors ensure, through Headteacher delegation, that all teachers are aware of the importance of meeting the needs of all children by:

- ensuring that provision is made for pupils who have SEND,

- ensuring that the needs of pupils with SEND are made known to all who are likely to teach them,
- ensuring that teachers are aware of the importance of identifying, and providing for those children with SEND,
- consulting the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole,
- ensuring that a pupil with SEND is included with all pupils in the activities and wider life of the school, so far as is reasonably practical and compatible with the needs of the child,
- ensuring that a child with SEND receives the SEND provision appropriate to their learning needs, whilst also ensuring the quality of teaching of his/her peers, and the efficient use of resources,
- report to parents on the implementation of the school's policy for pupils with SEND,
- having full regard to the SEND Code of Practice when carrying out its duties to pupils with SEN,
- ensuring that parents are notified, in conjunction with the SENDCO, of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the school SEND policy. They are kept up-to-date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is compiled annually and is available to parents. This is published in the form of the SEND Information Report which is available on our school website.

IV. Parents/Carers

We value the views of parents/carers regarding their children and see them as partners. Communication and consultation with parents form part of the school's review system which in turn informs policy and practice.

We aim to provide support to parents and carers ensuring that pupils with Special Educational Needs access and enjoy the curriculum and achieve the best possible results. Communication with parents is carried out formally and informally throughout the year and informs this policy through:

- review meetings with the SENDCO,
- parents' evenings,
- by appointment,
- informally at the beginning and end of the school day,
- via telephone/email regarding issues that may arise during the External Agencies

We work hard at ensuring multi-disciplinary/inter-agency cooperation, so that the provision package meets the needs of the children with SEN, (Appendix 1: External Agencies)

Such agencies also form an integral part of the 'identification and assessment process', including the Assess-Plan-Do-Review cycle.

6. Identification, Assessment and Review

Provision for children with SEND is a matter for the whole school. All teachers are teachers of children with special educational needs.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range, may be experiencing special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the code of practice. If staff have a concern about a child, they fill in a SEND concern form. These concerns are then discussed with parents. A child will then be placed on the monitoring register, and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. A Personal Learning Plan is created to identify what steps are being taken to support the child and these are reviewed to see the impact. Additionally, each term we formally assess the progress that all children are making in school. If a child has then not made as much progress as hoped, the class teacher informs the SENDCO and a further meeting with parents at the earliest opportunity is arranged to share further concerns. The SENDCO along with parents, teachers and teaching assistants create a plan which outlines what is going to be done to continue to support the child and hopefully to assist them in making greater progress.

At this point, it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Following on from this, it may be decided that we need to plan for further provision, that we complete a referral, or that no further support is required at this time. Some children's needs are such that their support will need to be on-going throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

7. Procedure for SEND Support

The trigger for SEND Support occurs:

- When pupils have an identified special educational need or disability before they join our school; we work very closely with the people who already know them and use the information already available to identify the possible barriers to learning that may be within our school setting and to help us to plan appropriate support strategies.
- A decision is made, following testing, assessment or parental concerns that shows that current support is not sufficient to ensure adequate progress through Quality First teaching.

The SENDCo, in consultation with the class teacher, will:

- Assess the child's needs that are central to the process, 'the child centred approach'.
- Ensure that a graduated approach of assess, plan, do and review is adopted.
- Decide whether to seek further advice and/or support the class teacher.
- Make arrangements for monitoring progress and set a review date.
- Consult with parents. We work closely with all parents to listen to their views in order to build on children's previous experiences, knowledge, understanding and skill, to ensure development in all aspects of the curriculum.
- Consult with the young person on the nature of their SEND and the support they will have available.
- Review all the available information and contact appropriate external advisory agencies e.g. Educational Psychologist (EP), Learning Support Advisory Teacher (LSAT), Behaviour Support Team (BSAT) Speech and Language therapy (SALT), Emotional Health and Well-being service – BeeU which includes Mental Health practitioners/CAMHs.
- Collect any additional information from any other appropriate agencies.
- Review all the available information and collect any additional information from any other appropriate agencies on a termly basis.

8. Education, Health and Care Plans

In certain exceptional cases the conclusion may be reached that, having given extra SEND support to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The pupil will have been receiving SEND Support for a minimum period of a term (typically 3 terms) and been monitored with the aid of outside agencies.

If the school and parents still have concerns we may therefore draw the pupil to the attention of the Local Authority (LA) with a view to a formal statutory assessment and development of an Education, Health and Care plan. The school will be required to state clearly the reason for the referral and submit the following information through the process of an EHCNA application and panel meeting.

- Recorded views of parents and where possible the pupil, at the earliest stages of assessment, with action and support to date.
- Any relevant medical information.
- Where appropriate, evidence relating to Social Services involvement.
- Individual intervention record/ pupil profiles.
- Evidence of involvement of outside specialists.

9. Safeguarding

At Lightmoor Primary we recognise that some pupils with SEND are vulnerable. The school's behaviour policy is adhered to at all times. A copy of the policy can be viewed on policy tab on our website.

We work closely with parents to ensure that they can bring any concerns to us and these are recorded and acted on.

The schools Child Protection and Safeguarding policy can also be found under our policy tab on website.

The SENDCo is responsible for ensuring that the school SEND policy is reviewed annually, remains relevant and useful, and includes contributions from the SEND Link Governor and the Headteacher.

10. Monitoring and Evaluation

The SENDCo:

- Monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with SEND
- Support teachers involved in writing class and individual provision maps / plans and reviews their effectiveness
- Liaises with support staff in order to monitor pupil progress
- Meets with the SEND Governor on a termly basis to evaluate pupil progress and to discuss any issues
- Liaises with staff to ascertain which pupils are not making expected progress
- Monitors the impact of interventions to ensure they are continually meeting the needs of individuals/groups.

Confidentiality

All records of children on the SEN register are kept in a lockable room, to which access is limited.

Approved by:	[Mrs L Cowan]	Date:	[Dec 23]
Last reviewed on:	[Dec 23]		
Next review due by:	[Dec 23]		

Appendix 1

External agencies involved with our school:

- Learning Support Advisory Team (LSAT)
- Educational Psychology Service (EPS)
- Education Welfare Officer (EWO)
- Occupational Health Service (OT)
- Speech and Language Therapy Service (SaLT)
- Paediatric services
- Child and Mental Health Services (Bee U/ 0-25 CAMHS)
- 1:1 Mentoring (Smashlife)
- Strengthening families team
- Social Care (LA)

Appendix 2

A school-based 'graduated response' to SEND

Action	Who is involved?	What is involved?	Next steps
Differentiation	Class Teacher	The teacher plans for the activities to be given to the child at the appropriate level of need so that success and progress can be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a child is not making adequate progress, specific targets and a move to the next step – a provision map, is considered.
Provision Map	Class Teacher SENDCo	Targets are created for the child to work towards with support. Activities that are in addition to/different from are used to meet the needs of the child. The information contained in One Page Profiles are taken into account and parents/carers are given opportunities to be involved – suggestions for support at home are sometimes considered. Provision maps are reviewed and renewed each term.	Most children should make progress with the additional help but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
External Agency advice and support.	SENDCo Appropriate external agency Class Teacher	The SENDCo requests advice from an external agency. Upon receipt of their report and recommendations, an individual provision map is generated – targets are put in place using the strategies and advice given. The provision map is shared with parents/carers and reviewed each term.	The majority of children will make progress with this intervention but if the targets and strategies do not result in adequate progress, then subject to the evidence shown in at least two half terms of plan, do and review and further consultation and advice from the external agency, an EHCP may be requested.

Appendix 3

Waves of support at Lightmoor Primary

Area of Need	WAVE 1 Quality First Teaching & general provision for all children	WAVE 2 Teacher focused/enhanced group support (for those working below ARE)	WAVE 3 Additional SEND support (for those who require Wave 2 and additional)
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcome • Individual targets for reading, writing and maths • Daily read, write, inc phonics lessons - Cross curricular use of ICT • VAK teaching and learning styles • Use of models and images - Use of practical resources • Assessment for learning • Peer and self-assessment • Higher order questioning • Growth mindset lessons • Focus guided group with the class teacher • Focus guided group with a TA 	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Additional small group maths support • IDL maths programme • Precision teaching • Thinking time <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Additional small group writing support • Additional small group reading • IDL Literacy programme • Daily 1:1 reading • 1:1 phonics tuition • Small group additional handwriting • Precision teaching • Thinking time • Additional reading comprehension groups • Clicker 5 	<p><u>Maths</u></p> <ul style="list-style-type: none"> • 1:1 number recognition and understanding • 1:1 Precision teaching • <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Pre and post teaching Literacy • 1:1 targeted daily reading intervention • 1:1 targeted daily writing intervention • letter formation • 1:1 speed up write up/ write from the start • Precision teaching • Toe by Toe • <p><u>Other</u></p> <ul style="list-style-type: none"> • Input from LSAT • Input from Educational psychology service
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes • Variety of language stimuli • Visual stimuli • Talking partners 	<ul style="list-style-type: none"> • Targeted support for speaking and listening • Modification of language – short chunks accompanied by either models or images • Thinking time 	<ul style="list-style-type: none"> • Support / input from SALT • 1:1 with Elklan trained TA • ICT support • ELKLAN

	<ul style="list-style-type: none"> • Modelled communication and interaction • Group and class discussions • Role play areas • Cross-curricular links • EAL support from MDS 	<ul style="list-style-type: none"> • Talking tins • Story telling groups • Scribe • Small groups 	<ul style="list-style-type: none"> • Input from LSAT • Input from educational psychology
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Whole school behaviour policy and reward system • Whole school PSHE lessons following the scheme • Circle times • Play leaders • School council • Team safe • Outdoor learning • Growth mindset work • Zones of regulation • Loudmouth theatre 	<ul style="list-style-type: none"> • Social stories • Nurture group • Key workers • Talk time • Keep cool • Anxiety and anger gremlin • Individual reward systems • Behaviour plans • Risk assessments • Social skills group work • Friendship group work • Growth mindset small group work • Lego build to express • Draw emotions • Grief and loss sessions • CBT sessions • Calm down areas • Calm down boxes • Emotion thermometers • Sleep support 	<ul style="list-style-type: none"> • Early intervention workers • BST support • CAMHs support • Input from educational psychologist • Child in care support • Mentoring 1:1 with smashlife • Pre-teaching vocabulary Additional secondary transfer visits
Sensory and Physical	<ul style="list-style-type: none"> • Brain gym • Daily mile • PE lessons • Go Noodle • Cosmic kids • Differentiated planning, activities, delivery and outcomes • Disco dough (EYFS) • Additional equipment (pencil grips, shaped pencils) 	<ul style="list-style-type: none"> • Additional handwriting groups • Speed up and write from the start • Cool kids • Working in quiet spaces in the classroom • Fiddle toys • Wobble cushions • Writing slopes • Table screens 	<ul style="list-style-type: none"> • Individual support during physical activities • Pre writing fine motor skills • Occupational therapy support • Sensory inclusion service support • Physiotherapy programme

	<ul style="list-style-type: none">• Environmental considerations eg: seating position	<ul style="list-style-type: none">• Chews• Weighted blankets/ belts• Dance Mat touch typing• Use of laptop	<ul style="list-style-type: none">• Input from LSAT• Input from Educational psychology team• Specialist ICT equipment• Individual risk assessments• Adapted equipment recommended by an outside agency
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