



“Loving and Learning Together, for Life, as Jesus taught us.”

Leonard Stanley C of E Primary School

Special Educational Needs and Disabilities Policy

Title: Special Educational Needs and Disabilities Policy

Person(s) who created policy: SENDCo

Date reviewed: September 2025

Review Frequency: Annual

Date for next review: September 2026

Contents

1. Vision Statement

2. Aims and objectives
3. Who is responsible?
4. Allocation of resources for pupils with SEND
5. Identification of pupils' needs
6. Access to the curriculum, information and associated services
7. Inclusion of pupils with SEND
8. Evaluating the success of provision
9. Working in partnership with parents

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Definitions

The 2014 Code of Practice says that 'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of facilities of a kind generally

provided for others of the same age in mainstream school' Taken from 2015 Code of Practice: 0-25 years-Introduction xiii and xiv

Pupils with a disability (as defined under the Equality Act 2010) are protected against discrimination, harassment or victimisation. It requires schools to make reasonable adjustments, including provision of auxiliary aids and services that affects their ability to access and benefit from the educational opportunities generally enjoyed by other children of the same age.

1. Vision statement

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

2. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum and the Early Years Foundation Stage in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school and Early Years provision.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and Early Years Foundation Stage. This will be co-ordinated by the SENCo and Head teacher

and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school and Early Years alone. Some of these services may include Early Help, Educational Psychology Service, Speech and Language Therapy, ATS, (Advisory Teaching Service), C.Y.P.S. (Children & Young People Service), and a network of SENCOs.
- Create a school environment where pupils contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, residential visits, school plays and sports teams.

3. Who is responsible?

Head teacher	To oversee SEND provision Designated responsibility for Safeguarding
Governing Body	Decide on the policy and approach • Liaise with the Headteacher on appropriate staffing and funding arrangements. • Oversee the school's work • Appoint a responsible person • Appoint a governor to have specific oversight of SEND
SEND Governor	The SEND Governor is Rob Skelton The SEND Governor will: • Help to raise awareness of SEND issues at governing board meetings • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this • Work with the Head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school

SENCO	Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school • Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching • Advise on the graduated approach to providing SEND support • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Be the point of contact for external agencies, especially the local authority and its support services • Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned • Work with the Head teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. • Ensure the school keeps the records of all pupils with SEND up to date • To deliver interventions when appropriate
Class teachers	Each class teacher is responsible for: • 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 SENCo to review each pupil's progress and development and decide on any changes to

	provision • Ensuring they follow this SEND policy
Teaching Assistants	To support SEN pupils under the direction of the Headteacher, class teachers and SENCO to enable them to make progress

4. Allocation of resources for pupils with SEND

SEND Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs ('top up') funding from the Local Authorities High Needs SEND Funding allocation

5. Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) Parent's meetings and evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going 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.

Assess

This involves analysing 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.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teachers, parents and/or SENCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought and encouraged to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. 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 and to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or 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 Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals/Other 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 group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan may be provided by Gloucestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and through outside agencies.

In-class provision and support are deployed effectively to ensure the curriculum is adapted where necessary.

7. Inclusion of pupils with SEND

The Head teacher and SENCo oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school, after being ratified by the Governing Body. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly progress 'meetings'.

8. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff and pupils throughout the year. This is done in the form of progress meetings. The school produces an SEN Information report which is updated regularly and the SENCO regularly reports to governors.

9. Working in partnerships with parents

Leonard Stanley Primary School believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the Family Information Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.