



# **Special educational needs and disabilities (SEND) policy**

## **Stanningley Primary School**

This policy applies to staff, pupils, parents and governors

**Approved by: Mrs Stott-Moore (SENDCo)**

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## 1. Aims and objectives

At Stanningley Primary School we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

Stanningley Primary School is a 'can do' school for all; our motto of 'Respect & Pride,' is at the heart of our approach to SEND. We provide access to a broad and balanced curriculum to all pupils and ensure equal opportunities to participate in school life are present. We are committed to making sure all of our pupils have the chance to thrive and support them to meet their full potential. We are focused on creating an inclusive environment for all pupils to flourish.

### 3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 4. Definitions

#### 4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most others of the same age, or
- 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.

## 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5 Roles and Responsibilities

### 5.1 The SENDCO

The SENDCO at our school is our Deputy Headteacher, Mrs Stott-Moore. Contact with Mrs Stott-Moore can be made through initial discussions with the class teacher or via the school office. The school office email address is [school.office@stanningleyprimary.com](mailto:school.office@stanningleyprimary.com)

The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- Work within the inclusion team to allow collaborative working with colleagues and early identification of need.
- Along with class teachers, regularly review the progress of children on the SEN register with parents/carers.

## 5.2 The governing body

The governing body is responsible for making sure the following duties are carried out:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the school's accessibility plan.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND .

## 5.3 The SEND link governor

The SEND link governor at Stanningley Primary School is Mrs Sarah Newby.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school,





## 5.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

## 5.5 Class teachers

Each class teacher is a teacher of SEND and will be responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- 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 consider 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 SEND policy and the SEN information report.
- Communicating with parents regularly to:
  -  Set clear outcomes and review progress towards them.
  -  Discuss the activities and support that will help achieve the set outcomes.
  -  Identify the responsibilities of the parent, the pupil and the school.
  -  Listen to the parents' concerns and agree their aspirations for the pupil.



## 5.6 Parents or carers

Parents or carers should first speak with their child's class teacher if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support where developmentally appropriate. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Sharing their likes and dislikes

The pupil's views will be taken into account in making decisions that affect them, whenever possible

## 6. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 7. Our approach to SEND support

### 7.1 Identify

We assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching (wave 1 provision). At this point discussions will be had with parents about initial concerns and parents and class teachers will work together to support the child's needs. If progress does not improve, the teacher will raise the issue with the SENDCo and inclusion team to have an initial discussion about whether this lack of progress may be due to a special educational need. This will also involve a discussion with the inclusion team as a whole to decide what support is most appropriate. If it is decided that the child will be placed on the school's SEND register, parents will be informed by the SENDCo. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered and staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 7.2 Graduated Approach

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a review point.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our internal system (CPOMS) and will be made accessible to staff in an individual provision map.

Parents will be aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### Do

**The pupil's class teacher retains overall responsibility for their progress.**

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least termly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents and update the individual provision map in line with this.

## 7.3 Levels of support

### Waves of provision

At Stanningley Primary School we adopt a waves of provision approach to support. The universal, wave 1, offer includes inclusive, quality first teaching for all and this is proven to have the biggest impact on attainment and progress of all groups of pupils. The needs of most pupils should and can be met by high quality wave 1 provision. Wave 2 provision may include small group interventions that are additional to the universal, quality first teaching. Wave 3 provision is the individualised level of provision for our pupils that require more bespoke provision and are receiving support from external agencies.

### School-based SEN provision

Pupils receiving SEN provision additional to the universal (wave 1) offer will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### Funding for Inclusion (FFI)

Pupils who need more support than is available from the school's SEN provision may be entitled to additional high needs top up funding. In Leeds this is called funding for inclusion (FFI). Funding for Inclusion (FFI) is the system for sharing out the special educational needs and disabilities (SEND) High Needs Top Up budget to education settings. It is not dependent on having an Education, Health and Care Plan (EHCP).

Applications for FFI are made by school following strict criteria outlined in the FFI handbook with parent's and pupil's views and wishes taken into account.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. These are agreed upon by the local authority, involve an application process and should be discussed with school before an application is made. More information about EHC plans can be found via the SENDIASS link below:

<https://sendiass.leeds.gov.uk/Pages/EHC-needs-assessment.aspx>

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the local authority.

On the census these pupils will be marked with the code E.

## **7.4 Evaluating**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps and finely graded assessment tools where appropriate
- Carrying out the review stage of the graduated approach at agreed points.
- Gaining pupil voice
- Monitoring by the SENDCo
- Pupil progress meetings with the senior leadership team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

This review process then feeds back into our graduated approach and informs the next cycle of support.

## **8. Expertise and training**

Our school has a strong commitment to staff development and training and ensure that training is appropriate to the needs of the children. Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **9. Links with external agencies**

The school recognises that it won't be able to meet all the needs of every pupil with only school level SEND support. Whenever necessary the school will work with external support services such as:

- Occupational /Physio Therapy
- Mindmate
- Children and adolescent mental health services (CAMHS)
- Speech and Language service
- Visual Impairment team
- Hearing Impairment team
- NHS medical teams
- Children's social work services
- SENDIASS parent advice service
- SENSAP
- SENIT (Special Education Needs Inclusion Team)
- STARS
- NHS Traded Speech & Language Service
- Educational Psychology Service
- Bramley Cluster

## 10. Admission and accessibility

### 10.1 Admissions

#### Special Needs and Circumstances

Stanningley Primary School is an inclusive school and we welcome children who have special needs and requirements. We would appreciate knowing if your child is/has:

- in public care or is fostered under an arrangement made by the local authority.
- a social worker for any reason.
- the subject of a Child Protection Plan.
- Special Educational Needs, or exceptional medical/mobility needs.

If your child has any additional needs, we would be grateful to see any documentation from professionals who have been involved so we can provide the best possible care.

For advice you must contact the SEN Assessment and Provision Service on 3951035.

#### School

We are a community school and the admission authority is Leeds City Council, who sets our admission policy every year.

You can read our school's admission Policy at Our school admissions policies - <https://www.leeds.gov.uk/schools-and-education/school-admissions/our-school-admissions-policies>

As a school we have an admission limit of 30 children per class - this is due to the size of the classrooms, Safeguarding and Health and Safety measures that are in place and to ensure that we do not prejudice the education of our children by having class sizes that are unmanageable. If instructed to do so, we will admit children over this number at the request of the Local Authority.

### 10.2 Accessibility

At Stanningley Primary we have done everything we can to make our school as accessible as possible, including fitting accessible facilities and ramps. Parents/Carers of children with physical disabilities and other needs are invited to visit the school to best understand our facilities. Please see a copy of our accessibility plan on our school website. This is a working document and is published annually on our website.

## 11. Complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy which can be found on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## **12. Monitoring and evaluation**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **13. Appendices**

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Admissions policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

All of which can be found on our school website -

<https://www.stanningleyprimary.com/page.php?id=5259>