Special Educational Needs & Disabilities Policy

2026-2027

Lady Elizabeth Hastings CE Primary School

“Let your light shine”
(Matthew 5:16)

Living and learning together in the light of God

Mission statement

At Lady Elizabeth Hastings CE Primary School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Lady Elizabeth Hastings CE Primary School adopts a whole school approach to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs and/or disabilities can fulfil their potential and achieve optimal educational outcomes.

1. Aims and objectives

Aims

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 (2014)*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to access the curriculum, by providing extra support or additional resources where appropriate and by removing their barriers to learning

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This will be achieved by gathering information from parents, other education settings, health and care services prior to the child's entry into the school.
- **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, the senior leadership team and the SENCO 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**. This will be co-ordinated by the SENCO 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, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means children will be involved, alongside their parents, in reviewing their **Individual Provision Maps** (IPMs) at regular intervals. This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life such as in the school council or as Play Leaders in the playground.
- **Links are formed and strengthened with outside agencies and other education settings.** Links with local secondary schools have been forged and with primary schools within our cluster to share expertise in the SENCO forums. Links with outside agencies have been strengthened to create a close multi-agency approach to SEND at Lady Elizabeth Hastings CE Primary School.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is ***Mrs Rachel Mackay (SENDCO).***
- The Governor with responsibility for SEND is ***Mrs Kathryn Watson***.
- *All teachers are teachers of SEND and all staff are dedicated to supporting the needs of all pupils.*

Governing Body

The Governing Body will:

- Ensure arrangements are in place for pupils with SEND.
- Monitor the effectiveness of SEND provision.
- Ensure compliance with statutory duties.

Headteacher

The Headteacher will:

- Provide strategic leadership for inclusion.
- Ensure resources are allocated appropriately.
- Promote high-quality teaching for all learners.

SENDCo

The SENDCo will:

- Oversee the operation of SEND provision.
- Maintain the SEND Register.
- Coordinate Assess-Plan-Do-Review cycles.
- Liaise with external agencies.
- Support staff in meeting pupils' needs.
- Work closely with parents and carers.

Class Teachers

All teachers are teachers of pupils with SEND and are responsible for:

- High quality adaptive teaching.
- Identifying and monitoring need.
- Implementing agreed provision.
- Working with parents and the SENDCo.

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all records including the SEND register for individual pupils.
Staff can access:

- The SEND Policy for Lady Elizabeth Hastings CE Primary School.
- A copy of the full SEND Register held on the school office SIMS computer system and on the school's shared drive.
- Guidance on identification in the Code of Practice.
- Information on individual pupils' special educational needs, for those children in their class, including action plans, behaviour plans and copies of their IPMs or EHCPs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the secure staff IT system on individual pupils and their special needs and requirements.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND.

All SEND paperwork should be passed to the SENDCO by teaching staff or by other settings after a transfer as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCO to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Specialist SEND provision

We currently do not offer specialist provision but have some expertise in working with children with complex needs and these children are included, where possible, in all aspects of school life.

We are committed to whole school inclusion. For more information on our provision see section **10.**

6. Facilities for pupils with SEND

Lady Elizabeth Hastings CE Primary School has the following facilities:

1. An accessible toilet
2. Ramps to all areas at different levels and handrails where there are steps.
3. Markings on obstructions, corners and different level flooring (e.g. stairs) for visually impaired children.
4. Access to specialist equipment for individual children, such as for medical needs, complex conditions or sensory difficulties.

7. Allocation of resources for pupils with SEND

Resources are allocated to children where need arises. Where resourcing is required, the relevant funding and advice is quickly and effectively sought, in line with the EHCP process, to provide access for all pupils to the curriculum and any extended provision such as after school activities. EHCPs are issued by Leeds City Council following statutory timeframes, where these can be adhered to.

8. 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 differentiated 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) If a pupil has recently been removed from the SEND Register they may also fall into this category as continued monitoring will be necessary.
g) 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.
h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND Register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
j) The SEND register is a register of pupils receiving additional and different support, above the universal offer or ordinarily available provision that the school provides. It is possible that a child has a special educational need or disability but does not need specialist provision and therefore is not listed on the SEND register. Their progress will still be carefully monitored throughout school.

k) ***Early Help***

a. When a child has been identified as having SEND and provision has been adapted but the child has not progressed as expected, the school will consider taking steps under early help.
b. Following the school's previous assessment under early help, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action plan.
c. The criteria document provided by the Educational Psychologist will be used as a guide for moving children to early help.
d. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example, through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Referral for Education and Health Care Plans [EHCP]

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 when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an EHCP will be taken at a progress review or in a meeting with the SENDCO.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Relevant agencies
- 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. Following assessment, the local authority professionals will provide an EHCP if it is decided that the school cannot provide for the child's needs on its own or that the child will continue to have this need for the duration of their education and they will require significant levels of support in order to make progress. The school and the child's parents will be consulted at every stage of the decision-making progress.
b. Parents have the right to appeal against a decision for an EHCP for their child.
c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by relevant school staff, outside agencies, 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.

9. 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 as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting, although they may also access additional provision at various times throughout the day, such as nurture groups, other small group or 1:1 sessions. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by staff and the senior team together with the SENCO to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENDCO and Senior Leadership Team oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by subject leaders, and the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this, see section **9.**

We optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practising teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, and pupils throughout the year.

There is a constant formal evaluation of the effectiveness of the school SEND provision and policy. The SENDCO and senior team carry out the evaluation and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evenings, feedback forms and intervention assessments. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, SENDCO or senior leadership team who will attempt to resolve the issue but if this is not the case will be able to advise on formal procedures for complaint.

The formal procedures are those outlined in the school policy and the local authority guidance documents. A summary for parents is available from the school office.

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses and will facilitate/signpost relevant SEND-focused external training opportunities for all staff. All new staff are trained as part of their induction. We recognise the need to train *all* our staff on SEND issues including child protection training and this is reviewed regularly. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SEND team and the child's parents.

External services will be involved as and when is necessary, and the SEND team will contact these services through routes outlined in the code of practice and authority guidance.

15. Working in partnerships with parents

Lady Elizabeth Hastings CE 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 the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic progress is made

The school welcomes feedback from parents all year round, and parents can make an appointment to speak to any member of staff including the SENDCO or members of the Senior Leadership team throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, provision reviews, and reports. Feedback is requested periodically from parents/carers.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO and Senior Leadership Team may also direct parents and carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required (SENDIASS).

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 any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regard to the provision for their child. The school's SEND Governor, Mrs K Watson, may be contacted through the school office at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the local network of schools, and our SENDCO works in partnership within the network, sharing expertise where possible. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Pupils who transfer from another school will go through the school's standard transition procedure. This may be adapted to suit their individual needs. Contact will be established with previous settings for those children with SEND so that appropriate support can be put in place and so that any paperwork that is required can be transferred at the earliest possible time.

17. Links with other agencies and voluntary organisations

Lady Elizabeth Hastings CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO, supported by the Senior Leadership Team, is responsible for liaising with the following:

- Educational Psychology Service
- Area Inclusion Partnership
- Social Services
- Speech and Language Service
- SENIT – Special Educational Needs Inclusion Team
- Specialist Outreach Services, eg STARS (Autism)
- NHS Mindmate services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

18. Safeguarding and Child Protection

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. The Lady Elizabeth Hastings' School Safeguarding and Child Protection policy and procedures sets out how we will keep children safe. Adults working with children and young people with SEND are aware of the additional vulnerabilities of some children, including children with special educational needs and disabilities (SEND).

Signed _____ Mrs Katie Barnett **(Headteacher)** Date_____

Signed _____ Mrs Rachel Mackay **(SENDCo)** Date

Signed _____ Mrs Kathryn Watson **(SEN Governor)** Date

This policy will be reviewed in September 2027