

Leigh St Peter's CE Primary School



SEND POLICY

Member of Staff Responsible:	Mike Colley
Signed (Chair of Governors'):	Julie Williams
Signed (Headteacher):	Michael Fletcher
Date Policy Adopted:	September 2026
Policy Review Date:	September 2027

Leigh St Peter's CE Primary School

SEND Policy



Our Christian Vision is: *"Let Your LIGHT Shine"* Matthew 5:16

Vision & Values:

Our Christian Vision is to provide a happy, safe, and caring high quality learning environment where all members of the school community have the opportunity to flourish; 'living life in all its fullness'. Our Christian Values have been developed in line with everyone who is invested in our school community: its pupils, parents', staff, and governors and we aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

1. Introduction:

This document is a statement of the aims, principles, and strategies for provision, for pupils with Special Educational Needs & Disabilities at Leigh St Peter's CE Primary School.

Definition of special educational needs: **SEND Code of Practice, 2015:**

"A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has 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 schools or mainstream post-16 institutions".

2. Compliance

This policy complies with the statutory requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (paragraph 3.65) and has been written with reference to the following legislation, guidance and school documents:

Children and Families Act 2014 (Part 3)

Special Educational Needs and Disability Regulations 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015, updated September 2024)

Equality Act 2010 and Equality Act 2010: Advice for Schools (DfE)

Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (December 2015)

Schools SEN Information Report Regulations 2014

The National Curriculum in England Framework Document (2014)

Teachers' Standards (updated June 2021)

Wigan Ordinarily Available Inclusive Practice (WOAIP)

Wigan Safeguarding and Early Help Policy

Keeping Children Safe in Education (current edition)

The School Accessibility Plan

This policy should be read in conjunction with the school's SEND Information Report, Accessibility Plan, Safeguarding and Child Protection Policy, Medical Needs Policy, Behaviour Policy, Equality Information and Objectives, and Attendance Policy.

SEND Information Report

The school's SEND Information Report is published annually on the school website and is reviewed and updated in accordance with the Special Educational Needs and Disability Regulations 2014. The report provides detailed information about the provision available for pupils with Special Educational Needs and Disabilities (SEND), including the identification and assessment of needs, arrangements for consulting and involving pupils and parents, the support available, and how the effectiveness of provision is evaluated.

The SEND Information Report can be accessed via the school website and should be read alongside this SEND Policy.

3. Aims:

Our overarching principle is one of inclusion. All of our pupils have the greatest possible access to a broad and balanced education which includes the National Curriculum. All pupils will access learning which meets their social and learning needs. We aim to reduce possible barriers to learning, so that all pupils will: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

We intend that:

- The needs of all the pupils who may have Special Educational Needs and/or Disability (SEND) either throughout, or at any time during, their time at Leigh St Peter's CE Primary School will be met and provided for in the most suitable and appropriate way.
- We provide high quality teaching for all pupils by adopting an inclusive approach to teaching and learning.
- Pupils with SEND are given equal opportunity to all aspects of the school curriculum and wider life and activities.
- We foster a person-centred approach by developing close and trusting relationships between parents, pupils, and outside agencies.

4. Objectives:

We will achieve these aims by:

- Working within the guidance of the SEND Code of Practice.
- Providing a broad, balanced, relevant and adapted curriculum which meets the needs of all pupils through appropriate planning and teaching approaches.
- Identifying and assessing pupils with special educational needs at the earliest possible stage within their school career and to act accordingly to ensure support is provided.
- Monitoring and ensuring the appropriate provision for the pupil's needs from the earliest possible time.
- To show an understanding that supporting difficulties in learning and / or behaviour, is part of a high-quality mainstream education service.
- To work in partnership and develop effective working relationships with the pupil's parents and other external professional agencies, to provide for the pupil's individual needs.
- Managing effectively and appropriately the resources in school for meeting the special educational needs.
- Supporting and contributing to any Educational Health Care Plans (EHCP) and ensuring necessary provisions are made and annual reviews are carried out.
- Ensuring that all staff both teaching and non-teaching are made aware of individual pupil special needs and providing support and advice.
- Considering the ascertainable wishes of the pupil concerned, considered in the light of their age and understanding.
- Ensuring that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move throughout the school.
- Keeping clear, precise, and accurate records of each pupil's achievements and ensuring these records are factual, up-to-date and reliable.
- Promoting self-worth and enthusiasm by encouraging independent learning at all developmental stages.
- Ensuring that parents and Governors are aware of our SEND Policy and providing a Special Educational Needs Co-ordinator (SENCo)

5. Responsibilities:

Provision for pupils with special educational needs is a matter for the whole school. All members of the school community (teaching and non-teaching staff, parents, pupils, and governors) work towards the school aims by:

- Helping with the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing, and making provision for pupils with special educational needs.
- Upholding a committed approach to ensuring effective provision is provided.

5a. Responsibilities of the SENCo:

The SENCo works towards the school's aims by:

- Coordinating all support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND policy to ensure all pupils receive a consistent, high-quality response to meeting their needs in school.
- Monitoring individual Assess, Plan, Do, Review cycles (APDRs) and pupil passports for pupils on the SEND register.
- Liaising with parents and all professionals who may come into school to help support the pupil's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record (a system for ensuring all SEND needs of pupils in this school are known) and making sure that there are effective records of the pupil's progress and needs.
- Providing support for teachers and support staff in the school – so they can help pupils with SEND in school achieve the best progress possible.
- Regularly monitor progress of pupils with SEND using tailored methods (e.g., small-step targets, individual progress trackers (Birmingham SEND Toolkit), observations, and work samples), ensuring that interventions are effective and adjusted as needed to meet the pupil's evolving needs.
- Collaborate closely with support staff, and parents/carers to maintain a holistic and up-to-date understanding of the pupil's development.
- Working with LA officers to develop provision mapping, determine resource requirements, and account for high needs funding allocation.

5b. Responsibilities of the Class Teacher:

The class teacher works towards the school's aims by:

- Checking on the progress of the pupil and identifying, planning, and delivering any additional help the pupil may need (this could include targeted work, additional support) and liaising with the SENCo regarding progress.
- Following the LSPPS SEND Identification process (Appendix 1)
- Following the LSPPS Graduated Approach (Appendix 2)
- Contributing to programmes of work and sharing and reviewing these with parents/ SENCo.
- Writing individual APDRs for all pupils on the SEND record including those with an Education, Health and Care Plan (EHCP) plan, ensuring that parents are involved in supporting the pupil's learning, kept informed about the support the pupil is getting, and involved in reviewing the pupil's progress.
- Creating pupil passports for pupils on the SEND register.
- Reading all reports and relevant information provided by outside support and agencies: Targeted Education Support Service (TESS), Educational Psychologist (EP), Speech and Language Therapist (SALT); planning for and implementing the recommendations made.
- Contributing to all EHC annual reviews.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach.
- Assessing and monitoring the progress of pupils with SEND using appropriate tools and assessments, including the Birmingham SEND Toolkit (BST) where suitable. Outcomes should inform planning, support strategies, and interventions in collaboration with the SENCo and relevant staff.

5c. The responsibilities of the Headteacher:

The headteacher works towards the school's aims by:

- The day-to-day management of all aspects of the school, this includes the support for pupils with SEND.
- Overseeing provision for pupils with special educational needs.
- Keeping the governing body fully informed of any issues in school relating to SEND, including the SEND profile of the school
- Working closely with the SENCo to coordinate provision.
- Holding teachers accountable for high-quality teaching of pupils with Special Educational Needs and/or Disabilities.

5d. The responsibilities of the governing board:

The governing body works towards the school's aims by:

- Making sure that the necessary support is made for any pupil who attends the school who has SEND and liaising with the school SENCo to kept informed.
- Keeping up to date with current and new legislation for SEND.
- Ensuring that the dedicated Governor responsible for SEND, Mrs. Halliwell, triangulates information about the SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensuring that SEND is an integral part of the school improvement plan.
- Having regard to the SEND Code of Practice when carrying out duties towards all pupils with special educational needs.

5e. Staff Training and Expertise

The school is committed to ensuring that all staff have the skills, knowledge and understanding required to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

All teaching and support staff receive appropriate information, guidance and training to enable them to provide high-quality inclusive practice and to fulfil their responsibilities towards pupils with SEND. Training needs are identified through the school development plan, performance management processes, staff consultation and the emerging needs of pupils within the school.

The SENDCo is responsible for identifying training needs, coordinating professional development opportunities and ensuring that current SEND guidance and best practice are shared with staff. The SENDCo regularly attends local authority networks, professional development opportunities and SEND briefings to ensure that the school remains informed of developments in legislation, guidance and effective practice.

Training may include, but is not limited to:

- Understanding the SEND Code of Practice and the graduated approach.
- High Quality Teaching and adaptive teaching strategies.
- Autism and neurodiversity.
- Speech, Language and Communication Needs (SLCN).
- Social, Emotional and Mental Health (SEMH) needs.
- Sensory and physical needs.
- Supporting pupils with medical conditions.
- Safeguarding vulnerable pupils and those with SEND.
- The use of assessment tools, interventions and provision mapping.

Where specialist knowledge is required, the school works closely with external agencies and professionals, including Educational Psychologists, Speech and Language Therapists, the Targeted Education Support Service (TESS), Occupational Therapists and other relevant services. Advice and recommendations from external professionals are used to inform staff training and enhance provision for pupils with SEND.

The impact of training is monitored through lesson visits, pupil progress meetings, provision reviews, staff feedback, and the outcomes achieved by pupils with SEND. The school is committed to fostering a culture of continuous professional development in order to secure the best possible outcomes for all pupils.

6. Admissions:

Pupils who have an EHCP that names the school as part of the planned provision will be offered a school place without reference to the admissions criteria. The admission arrangements for pupils without an EHCP are exactly the same as the admission arrangements for all other pupils. The SEND Policy document will be used in conjunction with other school policies.

7. Access and inclusion:

Leigh St Peter's CE Primary School is a single storey building which has disabled access. There are no steps in the building and all external doors/internal doors are suitable for disabled access. Special adaptations have been made to provide a toilet facility for persons with physical and/or medical disabilities. There is a disabled parking bay situated near to the Main Entrance of the school building.

There is a room which can be used for private therapy.

The school has a facility for the safe storage of medicines which qualified staff may need to administer.

We are committed to ensuring that pupils with SEND are fully included in all aspects of school life, including extra-curricular activities, educational visits, worship, leadership opportunities and enrichment experiences.

At Leigh St Peter's we adhere to the three basic principles of inclusion namely:

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.

In addition, specialist advice from outside agencies, specialist aids and equipment will be provided as appropriate.

8. Resource Allocation and SEND Funding

The funding allocated to Leigh St Peter's CE Primary School to support pupils with Special Educational Needs and Disabilities (SEND) is carefully managed to ensure that provision is targeted, effective and responsive to individual needs.

The school receives funding through its delegated SEND budget to support pupils who require additional and different provision from that ordinarily available to their peers. This funding is used to provide a range of support, including staffing, interventions, specialist resources, training and reasonable adjustments to enable pupils to access the curriculum and participate fully in school life.

Where pupils have needs that are considered exceptional and require support beyond the resources that are ordinarily available within school, additional funding may be requested from Wigan Local Authority through the appropriate processes. For pupils with an Education, Health and Care Plan (EHCP), funding and provision will be allocated in line with the needs identified within the plan and any associated funding agreements.

The school uses provision mapping to identify, plan and monitor support for pupils with SEND. The impact of provision is reviewed regularly through the Assess, Plan, Do, Review (APDR) cycle, pupil progress meetings, provision mapping reviews and consultation with parents, pupils and external professionals where appropriate.

The SENDCo works closely with senior leaders, governors and external agencies to ensure that resources are deployed effectively and that provision represents good value whilst meeting the needs of pupils. The governing board receives regular updates regarding the school's SEND profile and the effectiveness of SEND provision.

9. The Four Broad Areas of Need

The purpose of identification is to establish what action the school needs to take, not to fit the pupil into a particular category. At Leigh St Peter's CE Primary School, we identify the needs of pupils by considering the needs of the whole pupil, which will include not just the special educational needs of the pupil or young person.

Cognition and Learning (C&L)	Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and
--	--

	communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health difficulties (SEMH)	Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as trauma, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Communication and interaction (C&I)	Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Sensory or physical difficulties (SPLD)	Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

10. Assessment and Identification of Needs | (See Appendix 1 – LSPPS SEND Identification Process):

We are continually assessing and monitoring both the academic and social welfare of all pupils within our school to ensure that all pupils can achieve their potential. School staff make continuous observations of all pupils in their care, both academically and in their wider school lives. These observations, along with various assessment data, may highlight issues or concerns for particular pupils.

Where this is the case, in the first instance, teaching staff will have a conversation with parents, and with other staff that work with the pupil to identify problem areas and listen to any concerns parents may have. The teacher will also gain some insight through pupil voice. The class teacher will refer to the LSPPS Graduated Approach Document (Appendix 2) to ensure that they have implemented all of Stage 1 – universally in a positive way.

If high-quality teaching strategies and interventions have been implemented and the pupil is still experiencing barriers to learning, a SEND Concern Form (Appendix 3) will be completed.

The SENCO will then observe the pupil, look at provision and monitor the pupil's work and what barriers to learning the pupil may be experiencing.

The SENCO and Class Teacher will then meet to decide the next steps and to provide advice and a decision is made on whether to add the pupil to the SEND register. At this point parent(s) will be invited to discuss the specific needs of the pupil.

We recognise the definition of SEND as stated in the Code of Practice 2015, and we consider what is not SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil

- Being a pupil of Service personnel

11. Support for Special Needs:

Graduated approach: *Assess, Plan, Do, Review*

All SEND support takes the form of a four-part cycle through where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the pupils who have SEND. This cycle follows the pattern: Assess, Plan, Do, Review (APDR) In each stage of the support process the class teacher and SENCo will work through the APDR cycle. Parents, and where appropriate, the pupil, will be involved in this process, as outlined below See also Appendix 2 - LSPPS Graduated Approach for a detailed breakdown of support offered at LSPPS at each of the stages.

Stage 1: High Quality Teaching | (Universal):

Teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs).

For a pupil this would mean:

- The teacher has the highest possible expectations for the pupil and all pupils in their class, all teaching is based on building on what the pupil already knows, can do, and can understand.
- Different ways of teaching are in place so that the pupil is fully involved in learning in class. This may involve things like using more practical learning or different resources.
- Specific strategies (which may be suggested by the SENCo or outside specialist staff) are in place to support the pupil to learn.
- All pupils in school will be receiving this as a part of high quality teaching as part of daily classroom practice.

Stage 2: School Support | (Targeted):

Specific group work within a smaller group of pupils: (Target Groups / Group Intervention) This group, often called Intervention/ Target groups by teachers.

- The pupil will engage in small group sessions with specific group targets to help him/her to make more progress. This targeted support/ intervention will be monitored carefully and pupil's progress discussed with SLT at Pupil Progress Meetings.
- A teacher or a Learning Support Assistant may run these small group sessions using the teacher's specific plans or the teacher would hold these sessions whilst the LSA supported the class.
- Planned, targeted support, delivered in the classroom or outside in the resource area, with work carefully planned by the teacher to meet the needs of the pupils. If further outside expertise is needed, the SENCo will arrange this.
- The parent will be asked to come to a meeting to discuss their pupil's progress - usually at parents' evenings - to help plan possible ways forward. There will be specific targets agreed detailed on an individual plan (APDR) The APDR will be written by the pupil's class teacher and will be Quality Assured by the school SENCo.

The individual targets are delivered and assessed by the class teacher:

- The school may suggest that the pupil needs some agreed individual support in school. This will be delivered by a teacher and Learning Support Assistant – the individual work will be planned by the class teacher and detailed on the pupil's APDR.

The pupil will have been identified by the class teacher/SENCo (or a parent will have raised their concerns) as needing more specialist input instead of, or in addition to, high quality teaching and intervention groups. Evidenced based interventions may be delivered such as: Rapid Phonics, Maths Recovery, Precision Monitoring, Nurture Provision.

Stage 3: School Support + | (Specialist):

This type of support is available for pupils with specific barriers to learning or a specific need that cannot be overcome through high quality teaching and small intervention groups. Following the graduated approach, this means that the pupil has been identified by the class teacher as needing some extra specific support in school. This type of support is available for any pupil who has specific gaps in their understanding of a subject/area of learning. The pupil will be placed on the SEND record following the definition of the Code of Practice.

For a pupil this would mean:

- The parent may be asked to give their permission for the school to refer their pupil to a specialist professional e.g TESS and/or Educational Psychologist. This will help the school and the parent understand a pupil's particular needs in order to be able to support them better in school.
- *The specialist professional may work with the pupil to outline their needs and make recommendations, which may include:*
 - Making changes to the way the pupil is supported in class e.g. some individual support or changing some aspects of teaching to support them better. Using appropriately adapted resources to support learning -reasonable adjustments / essential provision detailed on the pupil's APDR – or support to set better targets which will include their specific expertise.
 - Establishing a group run by school staff under the guidance of the outside professional e.g. a language group
 - Recommending group or individual work with an outside professional

The professionals will firstly make recommendations that will be implemented, monitored, and evaluated.

Stage 4: EHC needs assessment -

Based on the progress made by the pupil at Stages 1, 2 and 3, the school, in conjunction with the parent and outside agencies, may conclude that the pupil's needs are severe, complex and lifelong, to warrant support beyond that which is normally available. In such instances, the school or parents/carers may apply to the Local Authority (LA) for an Education, Health and Care Needs Assessment.

Usually, a Wigan Early Help (multi-agency procedure), in addition to specialist support in school from an outside agency e.g. TESS and/or EP will be required.

For a pupil, this would mean:

They will be subject to an Early Help arrangement

- The school (or parent / carer) requests that the Local Authority carry out a statutory assessment of a pupil's needs.
- After the school or parent carer has sent in the request to the LA, the LA will decide whether the pupil may have additional SEND that warrants a statutory assessment.
- All professionals involved submit their reports as part of the assessment process. The views of parents and the pupil are also sought.
- Parents and school are informed as to whether an assessment will be conducted.
- If an assessment of need is carried out, the Local Authority then decide if the pupil's needs are severe, complex, and lifelong and whether these needs can be met within existing resources and provision.

Stage 5: Issuing an EHC plan -

- If the assessment identifies that the pupil's needs are severe and complex and require a level of support or provision that is exceptional, the LA may decide to issue an EHC plan; issuing firstly a draft, and then final, EHC Plan.
- The EHC Plan will outline the provision that the pupil will receive. It will also have long and short-term outcomes for the pupil. An additional adult may be used to support the pupil with whole class learning or provision may be made in small groups. The provision made in school is dependent on the pupil's needs and the outcomes written by the LA in the EHC Plan.
- If a plan is not issued, they will usually ask the school to continue with the current support provided.
- All EHC plans are subject to an Annual Review. For pupils under the age of 5 years, Annual Reviews will take place at least 6 monthly.

(For further information please see the flow chart to the Graduated Approach from the Local offer:

Exit from the SEND Register:

Once a pupil is identified as having SEND, their progress and attainment is monitored carefully over time. If a pupil has made sufficient progress and after in-depth discussions with parents, class teachers, learning support assistants and other relevant outside agencies a pupil can be taken off the SEND register. If a pupil has made enough progress to exit from an EHC plan, a co-ordinated meeting will take place with relevant school staff and parents where the pupil's needs and progress are discussed; if there is a consensus a cease to maintain recommendation will be made to the Local Authority.

12. Supporting pupils at school with medical conditions:

The school recognises that all pupils at school should have full access to education including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Therefore, careful arrangements are made to support pupils with medical conditions. Individual Health Care Plans specify the type and level of support required to meet the medical needs of such pupils and are coproduced sometimes with the school nurse, usually with the pastoral mentor and the parents. Where pupils also have SEND, their provision is planned and delivered in a co-ordinated way with their healthcare plan.

13. Record Keeping:

The provision made for pupils with SEND is recorded accurately. Records are kept of the steps taken to meet the needs and the progress of the pupils on their APDR. The class teacher will use the school's APDRs and tracking system for recording the progress of the pupils. The class teacher, after discussion with the SENCo / parents is responsible for recording the registration of the pupil into the first stage and the contribution to the creation of individual plans. (APDRs) The information kept forms part of regular discussions with parents about the pupil's progress, expected outcomes from the support and planned next steps. They ensure that there is accurate information to evidence the SEND support/ EHC that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists is recorded as part of this overall approach. All SEND documents are stored safely in line with General Data Protection Regulations.

14. Providing curriculum access and inclusion:

At Leigh St Peter's CE Primary School, we aim to provide an inclusive approach to teaching and learning by:

- Teaching pupils with SEND in mainstream classes, or, in some instances, through Nurture provision with additional support.
- Ensuring that all pupils with SEND participate in all the activities of the school, so far as this is reasonably practical with reasonable adjustments.
- Ensuring that a teaching is appropriately adapted to meet the individual needs in accordance with the teaching and learning policy of the school.

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies.
- The provision of mechanical aids to support learning.
- Adaptation of the material presented to a group within the class.
- Differentiation if necessary and a personalised curriculum.
- A personalised assessment through small steps, using The Birmingham SEND Toolkit.
- The provision of "additional to and different from" support directly linked to individual targets, which break learning down into steps manageable by the particular pupil or group at the same learning level.
- A personal support plan or targets aimed at modifying behaviour.
- Periodic withdrawal either individually or as part of a group.
- Reallocation of a pupil to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally - where a pupil's social or emotional development makes relationships with peers difficult. This would always follow consultation with parents.

15. Strategies

We will adopt the following strategies to ensure an inclusive environment:

- Providing opportunities for pupils to work with a variety of groups of learners.
- Providing opportunities for success.
- Pupils will be encouraged to be involved in planning their own learning through self-assessment and target setting.
- Suitably adapted work through teacher delivery, support provided and expected pupil outcome. This will provide equality in accessing the curriculum.

16. Assessing the effectiveness of the SEND provision:

We will evaluate the effectiveness of our provision for pupils with SEND in the following ways:

- School carries out analysis of attainment and progress data for pupils with SEND across the school by year group and subject area on a termly basis.
- Parents are able to give their views in meetings and via questionnaires.
- School utilises Provision Mapping to help show the provision being allocated throughout school.
- Pupils who have individual targets on an APDR (KS1 and KS2) have the targets reviewed each term and new targets are set as appropriate. All APDR's are shared with parents and with pupils as appropriate.
- Parents of pupils with an EHCP (Education, Health and Care Plan) are invited to annual reviews to discuss their pupil's progress and future support. It is sometimes necessary to hold interim review meetings. These interim meetings may be at the request of parents/carers and may involve other professionals.
- Review meetings may be held for pupils without an EHCP and may be at the request of the parent/carer.
- Improvements noted by assessments using Birmingham SEN Toolkit (BST).

17. Complaints:

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed.

Comments from parents are encouraged throughout the school and concerns and/or complaints are dealt with immediately. If a parent has any complaints regarding the SEND provision for their pupil, they should first arrange to see the class teacher to discuss their concerns. If the issue is not resolved and the complainant is not satisfied with the result, the SENCO and Headteacher will become involved. If there is still cause for concern, the SEND governor of the school will be contacted.

18. Partnership with parents:

Working collaboratively with parents will be encouraged by:

- Ensuring all parents are aware of the school's arrangements for SEND, including the opportunities for meetings between parents and SENCo.
- Informing parents when a pupil is placed on the SEND Register and offering an opportunity for discussion and exchange of information.
- Regular consultation with all parents of pupils with SEND through meetings, Plan reviews or individual target setting.
- Valuing parents' wishes for their pupils.
- Inviting parents to input regarding their pupil's progress and areas for development.
- Having an 'open door' policy.

19. Partnership with pupils

The school encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the pupils are encouraged to participate in the decision-making process reflects their growing maturity.

20. Liaison with other schools

If a pupil with SEND needs joins our school via mid-year transfer, then every effort to contact other previous school to gather information and to enable us to benefit from previous knowledge of that pupil will be made.

Where possible, there will be discussions to determine how the pupil will be inducted.

If a pupil with SEND needs joins our Nursery/Reception class, every effort to contact nursery classes and playgroups for discussion of pupils with SENCO will be made before they enter the Nursery/Reception class.

If a pupil on the SEND Register leaves to attend another school, the appropriate documentation/records are forwarded to the new school, this includes:

- Provision maps
- Results of Review Meetings
- Regular reports of progress
- Standardised test results
- SAT and teacher assessment results
- Examples of work
- Records of pupils with SEND are kept from Nursery class onwards and follow the individual pupil through school. When transferring to secondary school, the following records are sent:
 - Primary/Secondary transfer sheets
 - Year 6 Reviews
 - Records kept by outside agencies involved with the pupil
 - The SENCO/Class teacher meets with secondary colleagues to discuss any SEND pupils during the summer term.

21. Foundation of School's Special Needs Policy:

- A review of the policy will take place regularly.
- It is the responsibility of the governing body, and particularly the designated special educational needs governor, to ensure that a review is conducted.
- Where necessary, name and details will be updated.

The SEND policy will be deemed successful if:

- Regular reviews are carried out of a pupil's progress with the relevant personnel.
- Teachers are aware of pupils with SEND and follow the school's identification and assessment procedures.
- Implementation of the procedures shows early identification of a pupil's need.
- Parents are involved in the process and if appropriate assist with a programme of support.
- Headteacher, SENCo, governors, class teachers, outside agencies and parents' work together on reviewing and planning to meet an individual pupil's needs.
- Resources, both human and material, are utilised successfully and meet individual needs.
- Pupils move down or off the SEND register.
- Pupils move up the register because their needs have been identified and outside provision is obtained.



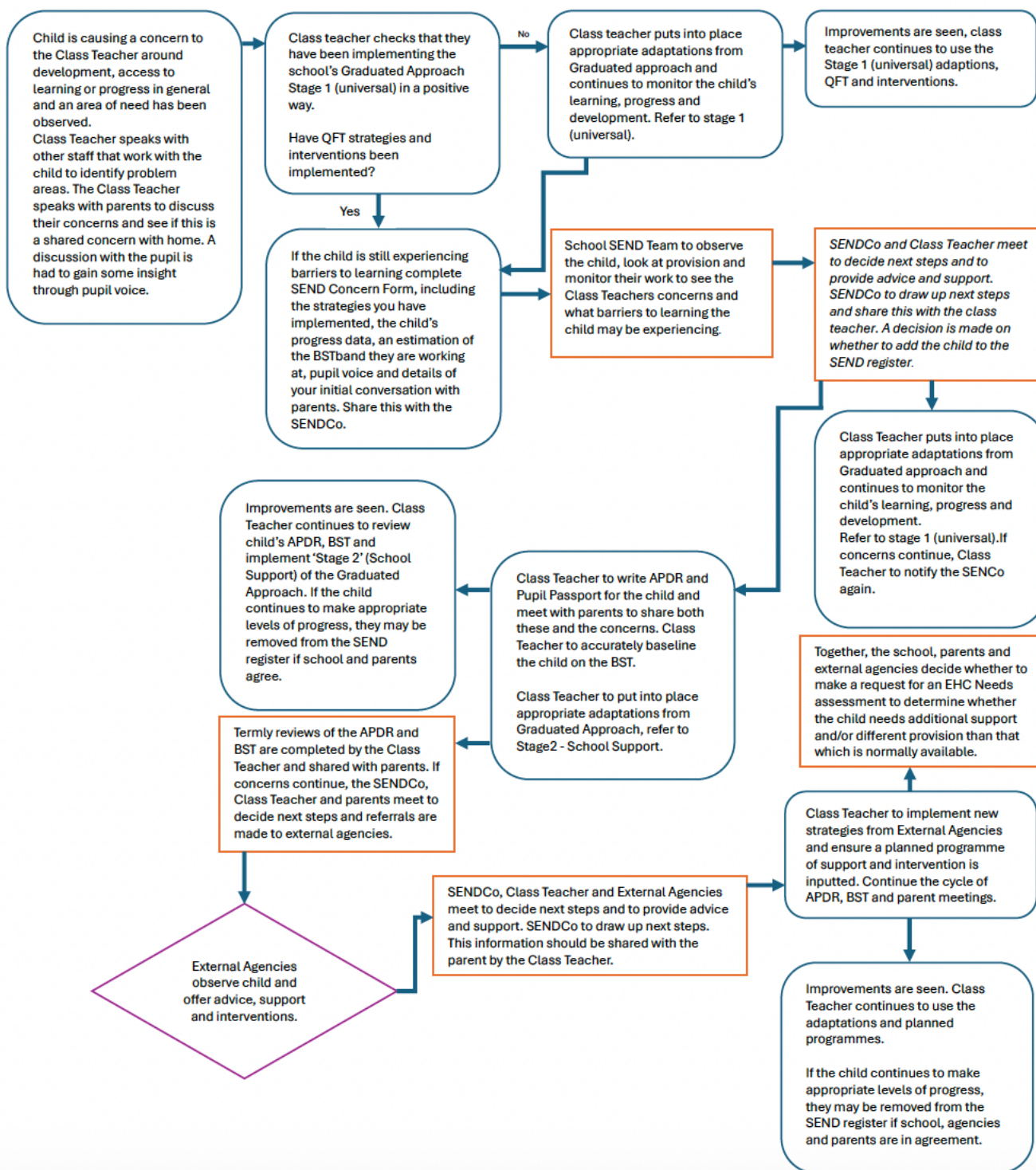
LSPPS SEND Identification Process

Key:

Class Teacher

External Agency

SENDCO





LSPPS Graduated Approach



Cognition and learning

Specific learning difficulties (SpLD): Dyslexia, dyscalculia or dyspraxia

Moderate learning difficulties (MLD): Generalised learning difficulties across all curriculum areas despite appropriate intervention including difficulties in adaptive functioning such as communication, social skills, independence and self-care etc.

Universal: inclusive, quality-first teaching for all Stage 1 (EY Toolkit page 13 OAIP page 27 – 36)	School Support: additional interventions Stage 2 (EY Toolkit page 14 - 18 OAIP page 37 – 39 GM OAIP page 19)	School Support + : highly personalised interventions Stage 3 (EY Toolkit page 19)
Access to homework/reading clubs Access to on-line activities e.g. ----- Access to word processor Adapted work Adaptive teaching Appropriate pens/pencil grips Booster groups Breaks for regulating Bubble paper Catch up on missed work Colourful semantics Communication boards Dual coding strategies Dyslexia friendly strategies Effective seating plan Emotion cards In-class targeted TA or teacher support Intensive interactions KS1 Supersonic Phonic small group work Lead Learners Manipulatives Now/ next boards Overlays/ coloured paper, large print	Access arrangements: Readers for assessments/ Scribes for assessments APDR B Squared Blank level questioning intervention Black Sheep Press interventions Booster groups Colourful semantics Intervention EMAS Support Handwriting intervention Individual support in class Maths interventions Personalised reward charts Phonics – small group catch up Phonics interventions Pre/Post teaching-small group Pupil Passports Reading interventions Sensory Circuits Times tables interventions Writing intervention WellComm intervention	1:1 bespoke <u>interventions</u> targeting specific area of learning directed by TESS/ Educational Psychologist One to one daily tutoring Strength and difficulties questionnaire



LSPPS Graduated Approach

Personalised timetable
 Pre/Post teaching
 Scaffolding: worked examples, word banks, writing frames etc
 Short sentences/ instructions
 Shorter inputs
 Task planners
 Use of gestures/sign
 Visual expectations
 Visual timetable
 Widgit



LSPPS Graduated Approach



Speech, Language and Communication Needs (SLCN) - Recognised speech and language difficulties that significantly impact on a child's ability to understand what is said to them, communicate with others or speak clearly.

Universal: inclusive, quality-first teaching for all Stage 1: (EY Toolkit page 4 OAIP page 15 - 20)	School Support: additional interventions Stage 2: (EY Toolkit page 5 - 10 OAIP page 21 - 26 GMOAIP page 18)	School Support +: highly personalised interventions Stage 3: (EY Toolkit page 11)
Chunked learning Colourful semantics Communication boards Direct instruction of vocabulary ELKLAN strategies Intensive interactions Parent partnerships Reduced language Visuals to support-Widgit Staff trained in Child Led learning strategies WellComm	APDR Attention Autism Blank level questioning Black Sheep Press Interventions Colourful semantics targeted intervention Communication Boards PECS EMAS support In class support with focus on supporting Pre-teach/Post-teach to build vocabulary in small groups Pupil Passports Reading fluency interventions speech and language WellComm	SALT programmes SALT for kids NHS SALT team directed programmes TESS



LSPPS Graduated Approach

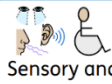


Those with a recognised underlying mental health difficulties such as anxiety, depression and those with other recognised difficulties that impact on a child's social and emotional presentation such as ADD, ADHD or attachment disorder. Some children presenting with social and emotional difficulties will be disaffected rather than have SEND.

Universal: inclusive, quality-first teaching for all Stage 1: (EY Toolkit page 21 OAIP page 40 - 44)	School Support: additional interventions Stage 2: (EY Toolkit page 22 - 26 OAIP page 45 - 52 GM OAIP page 20 - 21)	School Support + : highly personalised interventions Stage 3: (EY Toolkit page 27)
Access to sensory equipment Circle Time Class responsibilities Daily Emotional Register Emotion chart Extra-curricular clubs Golden rule "Treat others how you want to be treated" Kooth Workshops Modelling coping strategies Nurture Parent partnerships Parental support and communication PSHE lessons Regular check-ins Relationships in class Restorative conversations Social stories Weekly discreet PSHE lessons Whole school behaviour policy Whole school reward and sanctions systems.	Access to calm space Access to pastoral support for friendship /self-esteem / APDR Behaviour support groups-confidence / anger management groups etc. Boxall Enhanced transition Home - school programme Learning Assessment Nurture groups- friendships, emotional PSHE interventions Pupil Passports Sensory Circuits Small group Circle Time Social skills intervention groups Social stories Support for unstructured times Well-being breaks	1:1 Learning Mentor sessions to develop self-esteem, Advice from EP/specialist Advice from external agencies e.g. WN7, MLK Alternative Provision Anger management interventions Assessment of specific difficulties e.g. anxiety, trauma, depression etc. Boxall CAMHS Commando Jo Counselling Inclusion Support from LA Individual Behaviour Plan Individual counselling, confidence, develop anger management strategies Individual mentoring or support Nurture sessions 1:1 Play Therapist Rock-Steady Thrive



LSPPS Graduated Approach

 Sensory and physical	Visual impairment/ Hearing impairment/ Physical Difficulty	Those with additional physical needs that result in them requiring ongoing support to physically access the opportunities available to their peers.		
Universal: inclusive, quality-first teaching for all Stage 1: (EY Toolkit page 29 OAIP page 53 – 57)	School Support: additional interventions Stage 2: (EY Toolkit page 31 – 35 OAIP page 58 – 63 GM OAIP page 22)	School Support +: highly personalised interventions Stage 3: (EY Toolkit page 36)		
Fine/Gross motor skills woven through curriculum Personalised equipment Reasonable adjustments e.g. wheelchair ramp Seating plan appropriate. Sensory breaks Resources in school – slopes/pencil grips/overlays/ear defenders/ <u>chewellery</u> / wobble cushion /Pencil grips Staff aware of implications	APDR Personal Emergency Evaluation Plan Allergy training/plans Fine and gross motor interventions Individual support in class Medical and Healthcare plans Sensory circuits Pupil Passports Wobble cushion Writing slope	Access to support via VI and HI teams Advice from EP/specialist 1:1 Adult support to access the school environment Individual support in class during PE and lunch time Occupational therapy Specialist nurses Specialist Sensory equipment (Gym ball, balance board, sensory bottles, sensory balls, spinney seat, sensory Targeted Occupational Therapy/Physiotherapy		



LSPPS Graduated Approach

 Behaviour			
Universal: inclusive, quality-first teaching for all Stage 1:	School Support: additional interventions Stage 2:	School Support +: highly personalised interventions Stage 3:	
Circle Time Class responsibilities De-escalation and regulation strategies Golden rule, "Treat others how you would like to be treated" Modelling correct behaviours Now/Next boards Nurture Parent partnerships, support and communication Personalised <u>work station</u> Photographs/ symbols to promote routines Relationships in class Restorative conversations Social stories School behaviour rules displayed (be ready/ be safe/ be responsible, WW, TT, LL) Whole school behaviour policy Whole school reward and sanctions systems. Whole staff training on Behaviour Management	Access to calm space Access to pastoral support for friendship /self-esteem / APDR Behaviour support groups-confidence / anger management groups etc. Boxall Enhanced transition Have time away/ quiet area Home – school programme Learning Assessment Monitor and track triggers/ behaviours Nurture groups- friendships, emotional Pupil Passports Personalised behaviour chart Small group Circle Time Social skills intervention groups Social stories Support for unstructured times Well-being breaks	1:1 Learning Mentor sessions Advice from EP/specialist Advice from external agencies e.g. WN7, MLK Alternative Provision Anger management interventions Assessment of specific difficulties Boxall Behaviour Support CAMHS Commando Jo Inclusion Support from LA Individual Behaviour Plan Individual mentoring or support Nurture sessions 1:1 TESS	

Appendix 3 | SEND Initial Concern Form

SEND Initial Concern Form				
Pupil Name:		Class:		Date:
Member(s) of staff concerned:				
Did the previous teacher have concerns? Yes/ No.				
If so, what were their concerns?				
Subject	Current Data	Last Term	12 Months Ago	Which BST band do you estimate they are working at?
Reading				
Reading Age				
Writing				
Maths				
Reason for Concern (<i>Highlight as Appropriate</i>)				
Speech Language & Communication (SLCN)	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory	
Please give additional details relating to the highlighted concerns:				
What support has already been put in place? (<i>Highlight any strategies you have tried and add any additional strategies not listed</i>)				
Access to word processor Adapted work Adaptive teaching Appropriate pens/pencil grips Booster groups Breaks for regulating (brain breaks) Catch up on missed work Chewellery Class responsibility Colourful semantics Communication boards Ear defenders	Effective seating plan (lead learners/ peer support) Emotion cards/ chart Extra reading Fidgets (their own) In-class targeted TA or teacher support Interventions (specify what) KS1 Supersonic Phonic small group work Manipulatives Now/ next boards Overlays/ coloured paper, large print Personalised timetable	Pre/Post teaching Scaffolding: worked examples, word banks, writing frames etc Short sentences/ instructions Social stories Task planners Visual expectations Visual timetable (specify whole class or their own) Widgets		
Other strategies tried:				
Details of meetings with parents and dates. (Do they share the same concerns; have they noticed any problems at home?)				
Pupil Voice (<i>What I find tricky; what I find easy; what I am worried about</i>)				