*Leigh Primary School*

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*'Caring, Sharing and Learning Together'*

# Policy for Inclusion and Special Educational Needs

## Leigh Primary School

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## 1. Aims

Leigh Primary School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Leigh Primary School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school/academy will make reasonable adjustments to support pupils with SEND. The school/academy set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.
At Leigh Primary School we believe that there is no limit to what our pupils can achieve and it is our privilege to nurture the potential talents of all our pupils and to provide them with an effective springboard for their future.

We will further our ambitions for our pupils by providing them with an effective, nurturing and safe learning environment which encourages all learners to attempt new challenges and take risks with confidence.

In close partnership with our community, we will ensure all our pupils leave us ready to make a valued contribution to society. We take immense pride in our high standards and our reputation as the village school on the green which knows no limits. We aim to be the school that is truly 'Sharing, Caring and Learning Together'.

Our long history on this site means that tradition plays its part in shaping our character at Leigh Primary School. Leigh Primary Pupils are independent, have an adventurous spirit, good manners, respect for others and are resilient. Innovation and creativity flourish and help to define Leigh Primary School as a truly forward-thinking school.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all pupils, no matter how varied. We are committed to offering all pupils the chance to thrive and fulfill their aspirations. We achieve this by making sure that pupils with SEND are included in all aspects of school life.

We strive to make sure that Inclusion is the Golden Thread that runs throughout our school.

## 2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24

  Maintained Schools: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

**Kent Local Authority:**

**The Local Authority's local offer**
The Local Authority's Offer can be found in the SEND Information Report

https://www.kent.gov.uk/education-and-children/special-educational-needs
**Countywide Approach to Inclusive Education (CATIE)**
A Countywide Approach to Inclusive Education (kelsi.org.uk)

**What does inclusion mean in Kent?**

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

**Special Educational Needs Mainstream Core Standards (ordinarily available provision) :**
Special Educational Needs Mainstream Core Standards

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school/academy are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Leigh Primary School works towards achieving the Kent Children and Young People Outcomes Framework

Our SEND policy should be read in conjunction with our school's /Academy's policies published on our website :

- SEN Information Report: Leigh Primary School - Policies
- Safeguarding policy: Leigh Primary School - Policies
- Behaviour Policy: Leigh Primary School - Policies
- Equality Policy: Leigh Primary School - Policies
- Accessibility Plan: Leigh Primary School - Policies
- Attendance policy: Leigh Primary School - Policies

## 3. Definitions

### Definition of SEN

‘ A child 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 child of compulsory school age or a young person has a learning difficulty 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 to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

### Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as’ more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

### Special Educational Needs Register:

At Leigh Primary School, the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

### Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’
https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

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

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

At Leigh Primary School, pupils with an EHCP receive a personalised programme of support which is carefully planned and reviewed. The Special Educational Needs and Disabilities Coordinator (SENDCo) works closely with parents and carers, class teachers, teaching assistants, external professionals and the Local Authority to ensure that the provision outlined within the EHCP is delivered effectively.

EHCPs are reviewed formally at least annually through an Annual Review meeting. During this process, progress towards the agreed outcomes is evaluated, the effectiveness of the provision is considered, and any recommendations for amendments to the plan are submitted to Kent County Council. Additional review meetings may be held if a pupil's needs change significantly.

Where appropriate, the school works collaboratively with professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teaching and Learning Service (STLS), Health Services and Social Care to support pupils in achieving the best possible outcomes.

## 4. Inclusion and Equal Opportunity

### Inclusive Provision at Leigh Primary School

At Leigh Primary School, we are committed to providing a nurturing, inclusive and ambitious learning environment where every child is valued and supported to achieve their full potential. We recognise that pupils learn in different ways and that some children may require additional support at different stages of their education.

We endeavour to provide, review and continually develop high-quality inclusive teaching and learning opportunities that enable all pupils to participate fully in school life. Our approach is underpinned by high expectations, early identification of need, strong partnerships with parents and carers, and collaboration with external professionals where appropriate.

Class teachers are responsible for the progress and attainment of all pupils in their class and work closely with the SENDCo to ensure that provision is responsive, evidence-informed and tailored to individual needs.

## The Graduated Approach: Assess, Plan, Do, Review (APDR)

At Leigh Primary School, we use the graduated approach described in the SEND Code of Practice to identify, plan for and meet the needs of pupils with SEND. This cyclical process ensures that support is carefully monitored and adapted in response to each child's progress.

### Assess

Teachers continually assess pupils' learning, progress and wellbeing through day-to-day assessment, termly pupil progress meetings, observations and discussions with parents and carers. Where concerns arise, the class teacher works with the SENDCo to gather further information, which may include assessment data, behaviour observations, attendance, views of the child and advice from external professionals where appropriate.

### Plan

Following assessment, outcomes and support strategies are agreed with parents, carers and, where appropriate, the pupil. A personalised support plan is developed outlining:

- the identified areas of need;
- clear, measurable outcomes;
- the provision and interventions to be delivered;
- any reasonable adjustments required within the classroom;
- who is responsible for delivering the support; and
- when progress will be reviewed.

### Do

The agreed provision is implemented by the class teacher, supported where appropriate by teaching assistants and specialist staff. The class teacher remains responsible for the pupil's learning and progress, even where interventions are delivered by other adults. The SENDCo provides guidance, monitors the effectiveness of provision and supports staff in adapting teaching strategies.

### Review

The impact of the support is evaluated regularly through discussions with pupils, parents and staff, alongside assessment information. Provision is adapted where necessary to ensure that pupils continue to make progress towards their individual outcomes.

### Review Cycle

Provision for pupils receiving SEN Support is formally reviewed three times each academic year:

- **November** – Autumn Review
  - Evaluate the impact of support introduced at the beginning of the academic year.
  - Review progress towards individual outcomes.
  - Amend provision where required.
- **March** – Spring Review
  - Assess progress using current attainment and assessment information.
  - Consider whether interventions remain appropriate.
  - Meet with parents and pupils to discuss progress and agree next steps.
- **July** – Summer Review
  - Evaluate progress over the academic year.
  - Update provision plans and recommendations for the following year.
  - Ensure effective transition arrangements between classes or key stages.
  - Share information with receiving teachers to ensure continuity of support.

In addition to these formal review points, teachers monitor pupils' progress continuously throughout the year and make adjustments to provision whenever needed. Parents are encouraged to communicate regularly with class teachers and the SENDCo, ensuring that support remains responsive to each child's changing needs.
This graduated approach enables Leigh Primary School to provide timely, effective and personalised support, ensuring that every child has the opportunity to thrive academically, socially and emotionally.

## 5. Roles and Responsibilities – in conjunction with SEN Information Report

Leigh Primary School works strategically in line with the Special Educational Needs and Disability (SEND) Code of Practice (2015) to ensure that all pupils, including those with special educational needs and disabilities, receive high-quality, inclusive education that enables them to achieve their full potential.

Our SEND provision is underpinned by the principles of early identification, inclusive practice, high-quality teaching, person-centred planning and collaborative working with families and external agencies. We follow the graduated approach of Assess, Plan, Do, Review (APDR) to identify needs, implement appropriate support and regularly evaluate the impact of provision.

The SENDCo works closely with the Headteacher, Senior Leadership Team and class teachers to monitor the effectiveness of SEND provision, analyse pupil progress and ensure that appropriate interventions and reasonable adjustments are in place. School improvement priorities include the ongoing development of inclusive practice and the continuous evaluation of outcomes for pupils with SEND.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

  (Area SEND inspections: framework and handbook updated April 2024)

## 5.1 SENCO

**All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).**

**SENCOs must complete the qualification within three years of taking up the post.**

At Leigh Primary School our SENCO is Victoria Short

Contact details senco@leigh.kent.sch.uk

She has 22 years of education experience and have 2 years in this role of SENCo.

They are working towards achieving the National Professional Qualification for SEND.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Leigh Primary School's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools. Developed from DfE/DOH SEND Code of Practice 2015:108-109

## 5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

## 5.3 SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.
The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

**Maintained School**
**7.2.2 Children with special educational needs and disabilities (SEND)**
Governing bodies have legal duties in relation to pupils with SEND that are set out in the Children and Families Act 2014 and the SEND code of practice.
Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.
The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.
DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

**Our SEN Governor are Karen Korvin and Nicky Rose**

## 5.4 Teachers

**All teachers are teachers of pupils with special educational needs**.

Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

### Typical Adaptations to Support Pupils with SEND

At Leigh Primary School, we are committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum. High-quality, inclusive teaching is the first response to meeting the needs of pupils with SEND. Teachers make reasonable adjustments and adapt their teaching to remove barriers to learning and enable every child to achieve success.

Adaptations are carefully matched to individual needs and may include:

- **Adaptations to teaching**
  - Clear learning intentions and success criteria.
  - Instructions broken down into manageable steps.
  - Pre-teaching and overlearning of key vocabulary and concepts.
  - Modelling, worked examples and scaffolding to support understanding.
  - Regular opportunities to revisit and consolidate learning.
  - Flexible grouping and targeted adult support where appropriate.

- **Adaptations to the learning environment**
  - Visual timetables and now-and-next boards.
  - Consistent classroom routines and predictable structures.
  - Quiet workspaces or low-distraction environments when needed.
  - Appropriate seating plans to support attention and engagement.
  - Access to sensory resources where appropriate.
- **Adaptations to resources**
  - Coloured overlays or enlarged print where required.
  - Writing frames, sentence starters and vocabulary mats.
  - Practical and concrete resources to support mathematical understanding.
  - Assistive technology and alternative recording methods where appropriate.
  - Word banks, checklists and visual prompts.
- **Communication and interaction support**
  - Simplified language and additional processing time.
  - Visual supports, symbols and prompts.
  - Opportunities for structured talk and collaborative learning.
  - Social stories and comic strip conversations where appropriate.
- **Social, emotional and mental health support**
  - Trusted adults available for check-ins.
  - Emotional regulation strategies and calming spaces.
  - Individual behaviour support where appropriate.
  - Small group or individual interventions to develop emotional literacy and social skills.
- **Assessment and feedback**
  - Adapted methods of recording learning.
  - Additional time where appropriate.
  - Regular verbal feedback and opportunities to respond to feedback.
  - Ongoing assessment to ensure provision remains appropriate.

The specific adaptations used for individual pupils are determined through the graduated approach of **Assess, Plan, Do, Review (APDR)** and are regularly reviewed in partnership with pupils, parents and carers. Adjustments are made in response to progress, changing needs and advice from specialist professionals where appropriate.

Further information about the support available for pupils with SEND at Leigh Primary School can be found in our **SEN Information Report (Section 8 – Supporting Pupils with SEND)** and our SEND Policy, both of which are available on the school website.

### Expectations of Teaching Assistants, Learning Support Assistants and Support Staff

At Leigh Primary School, Teaching Assistants (TAs), Learning Support Assistants (LSAs) and support staff work in partnership with class teachers and the SENDCo to promote an inclusive learning environment and support pupils with SEND to achieve their full potential. Under the direction of the class teacher, they deliver planned interventions, adapt resources and learning activities where appropriate, encourage independence and active participation, and provide feedback on pupils' progress and wellbeing. Throughout the school day, support staff help pupils access all aspects of school life, including lessons, playtimes and educational visits, while promoting positive behaviour, communication, emotional wellbeing and social inclusion. The class teacher retains overall responsibility for the learning and progress of all pupils, including those receiving additional support.

## 5.5 Parents and carers

Parents and carers should inform the school/academy if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

At Leigh Primary School, we value parents and carers as key partners in their child's education and place parent voice at the centre of our SEND provision. Parents are actively involved throughout the Assess, Plan, Do, Review (APDR) process through regular communication with class teachers and the SENDCo. Formal SEND consultation meetings are held during the review cycle, providing opportunities to discuss progress, evaluate the impact of support and agree next steps. Parents are invited to contribute to their child's Pupil Passport by sharing their views, aspirations and any strategies that are successful at home, ensuring that support is personalised and reflects the child's strengths and needs. In addition to these planned reviews, parents can meet with the SENDCo throughout the year to discuss concerns, celebrate progress and work collaboratively with the school to achieve the best possible outcomes for their child.

## 5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Leigh Primary School are able to express their views through pupil reviews as part of the asses, plan, do, review cycle, in their pupil passport, throughout the all about me sheets, in worry boxes.

## 6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report Leigh Primary School - Home which is sets out how this policy is implemented in the school.

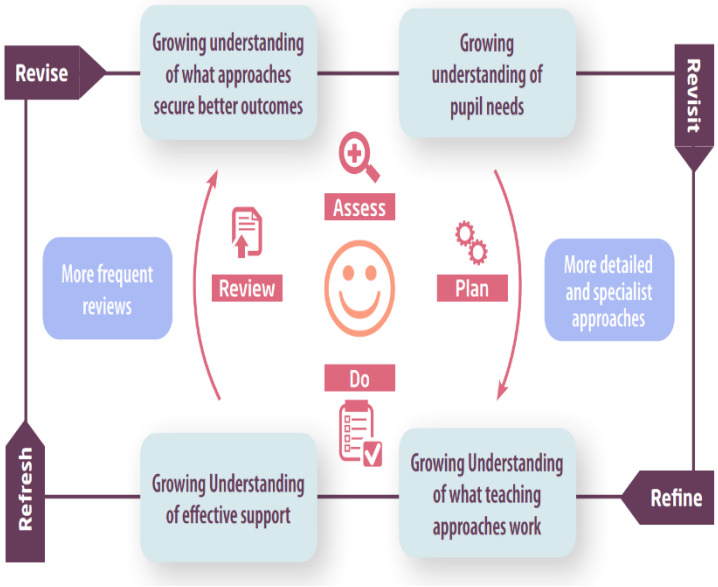
The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

## 7. Admissions and Accessibility

Leigh Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

## 8. Our school/academy approach to SEN provision

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| **Assess** | If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary. |
| **Plan** | In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. |
| **Do** | We will put our plan into practice.<br>The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended. |
| **Review** | We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues. |

## Early Identification of Need and the Mainstream Core Standards

At Leigh Primary School, we are committed to the early identification of pupils who may have Special Educational Needs and Disabilities (SEND). We embed the **Kent Mainstream Core Standards** through high-quality, inclusive teaching that meets the needs of all learners. Class teachers use adaptive teaching strategies, reasonable adjustments and evidence-informed practice to ensure pupils can access a broad and balanced curriculum before additional interventions are considered.

When pupils join Leigh Primary School, teachers assess their current skills, knowledge and levels of attainment, drawing on information from previous settings, transition meetings, assessment data and discussions with parents and carers. Progress is monitored continuously through formative assessment, termly pupil progress meetings and the school's assessment systems. Concerns may be identified where a pupil's progress is significantly slower than that of their peers, does not match their previous rate of progress, fails to close the attainment gap or where there are emerging needs relating to communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical development.

Where concerns arise, the class teacher works closely with the SENCo to follow the graduated approach of **Assess, Plan, Do, Review (APDR)**. Information is gathered from the pupil, parents, school staff and, where appropriate, external professionals to build a clear understanding of the child's strengths and needs. Appropriate adaptations and targeted support are then planned, implemented and reviewed to evaluate their impact. Parents and carers are involved throughout this process through regular communication, SEND consultation meetings and contributions to their child's Pupil Passport.

Our aim is to ensure that needs are identified early, support is provided promptly and pupils receive the right provision at the right time, enabling them to make good progress and participate fully in all aspects of school life. Where evidence indicates that provision beyond the school's ordinarily available inclusive practice is required, the SENDCo will work in partnership with families and external agencies to consider the next steps, including referral for specialist advice or, where appropriate, requesting an Education, Health and Care Needs Assessment.

## 8.1 The kinds of special educational need for which provision is made

At Leigh Primary School, provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Leigh Primary School, we will ensure our ‘best endeavours’ to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

## 8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Leigh Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Leigh Primary School, progress is closely monitored throughout the year to review their academic progress 3 times a year – November, March and July. However, pupils with SEN may have more frequent assessments as and when required.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school/academy use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, maths assessments and moderation of writing. These tests will enable the early identification of difficulties that a pupil may present with. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

At Leigh Primary School, pupils' progress is monitored continuously through high-quality classroom assessment, termly pupil progress meetings and the graduated approach of Assess, Plan, Do, Review (APDR). Class teachers work closely with the SENDCo to evaluate the impact of support and interventions, making adjustments where needed to ensure pupils continue to make progress towards their individual outcomes. Parents and carers are kept informed through regular communication and formal review meetings held in **November, March and July**, enabling everyone to work together to support each child's development.

Teachers at Leigh Primary School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

Professional support and advice may be taken from any of the following:

- Child and adolescent mental health services (CAMHS)
- Play therapy
- Education welfare officers
- Early Help
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses and school health team
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- VSK
- Therapeutic Support Service

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school/academy is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school/academy will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through an individualised pupil passport that is shared with parents at consultations and at review times.

## 8.3 Consulting with Parents

### Working in Partnership with Parents and Carers

At Leigh Primary School, we believe that parents and carers are valued partners in supporting their child's learning and development. We actively seek parent voice throughout the graduated approach by involving families in SEND consultations, review meetings and discussions with the SENDCo and class teacher. Parents are encouraged to contribute to their child's Pupil Passport by sharing their child's strengths, interests, aspirations and successful strategies used at home, ensuring that support is developed through a collaborative, person-centred approach.

We are committed to co-production, working together with pupils, parents, school staff and, where appropriate, external professionals to agree outcomes, plan provision and review progress. Following SEND meetings, clear next steps, agreed actions and any changes to provision are recorded in meeting notes and added to the pupil's records. Parents receive a copy of the meeting notes by email, and relevant staff are provided with the information to ensure that agreed strategies and actions are implemented consistently across the school. This shared approach ensures that everyone involved has a clear understanding of the support in place and the next steps for the pupil.

## 9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

At Leigh Primary School, pupils' progress is monitored continuously through high-quality classroom assessment, termly pupil progress meetings and the graduated approach of Assess, Plan, Do, Review (APDR). Class teachers work closely with the SENDCo to evaluate the impact of support and interventions, making adjustments where needed to ensure pupils continue to make progress towards their individual outcomes. Parents and carers are kept informed through regular communication and formal review meetings held in **November, March and July**, enabling everyone to work together to support each child's development.

The school/academy's best endeavours through, for example:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensure pupils are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Victoria Short SENCo/Inclusion Manager every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

## 10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Leigh School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273

Complaints about SEN provision at XXXX should be made to the SENCO and Headteachers in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All complaints relating to a named member of staff must be sent to the headteacher/principal.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a fill explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

Complaints Policy: Leigh Primary School - Policies

## 10. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

| | **Signed** | **Date** |
|---|---|---|
| Approved by Governing Body | Governing Body | 15.07.26 |
| Chairman of Governors | David Dorrell | 15.07.26 |
| Headteacher | Jenna Halfhide | 15.07.26 |