



Long Clawson
Church of England
Primary School

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Special Educational Needs Policy

Overview:

This policy complies with the guidance given in the 2015 document "Special Educational Needs and Disability Code of Practice: 0 to 25 years" (DFE and DOH). It has been written with reference to the following guidance and documents.

- The Children and Families Act DfE 2014
- The Equality Act 2010
- The National Curriculum Statutory Statement on Including All Pupils DfES 2000
- The Special Educational Needs and Disability Regulations 2014
- The National Curriculum in England (2013)
- Teachers Standards (2012)

Definition of Special Educational Needs and Disability (SEND) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Aims and Objectives of this Policy

This policy aims to:

- Set out how our school will support and make provision for children with Special Educational Needs or Disabilities (SEND)
- Make clear the school procedures for identification of SEND, monitoring, tracking progress and record keeping.
- Make clear how the Codes of Practice and guidance related to SEN and Disability are implemented effectively across the school.
- Outline the roles and responsibilities of everyone involved in the provision of SEND in our school.

This policy applies to all staff, pupils and parents of Long Clawson C of E Primary School.

In accordance to the Equality Act, and in line with the values of our school and published equality objectives, due regard will always be given to parents, staff and pupils with protected characteristics in the implementation and enactment of this policy.

Rationale

Inclusion statement: *We endeavour wholeheartedly to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.*

At Long Clawson Church of England Primary School, our school vision, 'Whatever you do, work at it with all your heart,' underpins all our endeavours.

We aim to create an inclusive, nurturing environment where all children, including those with special educational needs and disabilities, can develop, flourish and become confident individuals. We believe that every child can make a valuable contribution to school life.

We aim to offer all our children exciting and varied learning experiences and access to a rich, broad, well-planned curriculum. We want our pupils to be inspired and motivated by their learning.

We aim to identify need early on knowing that timely support offers better chances of closing the gap between children with SEND and their peers.

We aim to work in partnership with young people and their families throughout their school journey seeking additional, external support where appropriate.

We are committed to meeting the needs of individuals: enabling them to achieve their best. As staff, we strive to keep developing our expertise and our school SEND offer.

Links with the Leicestershire Local Offer:

Our local offer is placed within that of the Local Authority and as such, we work with their existing partnerships. We are always willing to forge new partnerships when appropriate, to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire's local offer please visit:

[Special educational needs and disability | Leicestershire County Council](#)

Roles and Responsibilities

The SENCO

The Governing Body have delegated the responsibility for the day-to-day implementation of this policy to the SENCO. The SENCO's name is Mrs Jenny Lamb.

In line with the recommendations in the 2015 SEND & Disability Code of Practice, the SENCO is responsible for:

- Working with the headteacher (Executive Head from January 2025) and SEND governor to determine the strategic development of SEND policy and provision in the school
- Overseeing the day-day operation of this policy and co-ordinating provision for children with special educational needs including those with SEND support plans and EHCPs
- Liaising with and advising teachers to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Managing learning support assistants
- Overseeing the records on all children with SEND
- Advising on the graduated approach to provide SEND support
- Liaising with parents of children with SEND (in conjunction with appropriate staff)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Overseeing and analysing provision mapping to support children with SEND.
- Liaising with the Headteacher in order to ensure efficient use of delegated budget to the benefit of pupils with additional needs
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Reporting to the governor with responsibility for SEND on the day-day management of SEND policy.

The SEND Governor

The governor with responsibility for SEND is Matthew Hefferan.

Roles of the SEND governor:

- To meet with the SENCO at least twice a year.
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

Teachers

All staff in the school have responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education & Health Care Plan (EHCP). A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions and include:

- Planning and providing high-quality teaching that is adapted to meet pupil's needs
- The progress and development of every pupil in their class
- Working closely with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
- Set clear outcomes and review progress
- Discuss activities and support that will help achieve the set outcomes
- Listen to parent's concerns and note their aspirations for the pupils

Learning Support Assistants

Learning Support Assistants (LSAs) play a major role in the support of pupils with SEN. The rationale for the deployment of LSAs is both pupil centred and class based depending on the nature of those with specific learning needs.

Learning Support Assistants will:

- Liaise with class teacher before lessons to understand their supporting role within the classroom
- Work with children on individual interventions following the class support timetable and the interventions recommended by teaching staff keeping records as directed
- Be aware of the children's current targets and contribute to target reviews
- Feedback to class teacher and SENCO any concerns about pupils from in class group work or 1:1 sessions in line with school recording systems
- Complete assessments tasks as required by class teacher or SENCO

Admission Arrangements:

Admission arrangements for Long Clawson C of E Primary School are determined by the Leicestershire Authority.

Long Clawson C of E Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA's admissions policy.

We have close ties with our main feeder, Long Clawson Pre-School. All new pupils in EYFS are invited to attend a range of transition sessions and our Class 1 Teacher visits children in their current setting. Where parents or nursery settings make us aware of additional needs, we will meet with parents to ensure we understand and agree early provision. We may implement an enhanced transition where appropriate.

Special Provision:

This school:

- Is largely suitable for pupils with physical disabilities because of its design and facilities;

- Has experience in the education of pupils with learning difficulties;
- Has experience in the education of pupils with emotional and behavioural difficulties;
- Has experience in the education of pupils with specific learning difficulties for example ADHD, dyslexia, visual impairment and autism;
- Has a trained ELSA to support children with SEMH needs.

Healthcare professionals and other outside agencies will work with the school to assess and identify whether the school and its environment is able to fully meet the needs of pupils who may have a specific, more complex need. Long Clawson Church of England Primary School is fully able to make reasonable adjustments to accommodate such needs.

Curriculum Access and Provision:

In order to meet the learning needs of all pupils, we aim for adaptive, quality first teaching. Some children will need further reasonable adjustments to be made to ensure that they can access the learning more easily. This could include:

- Modification of resources (e.g. coloured paper, enlarged print)
- Offering alternative ways of recording using other formats
- The use of additional scaffolds and writing frames
- Alterations to the classroom layout to minimise distractions
- Opportunities for pre-teaching and over learning
- Additional processing time when answering questions

This is all part of high quality teaching. In some instances, children will require additional support beyond this universal offer.

Identification and Assessment:

All teachers use ongoing assessments, observations and monitoring with all children. Formal assessment opportunities and progress tracking takes place 3 times a year through professional discussions, small group observations, moderation and standardised tests as appropriate. Throughout these regular assessments, teachers will identify students whose progress is:

- Significantly slower than that of peers starting at the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers.

Teachers also respond to concerns raised by pupils, parents, colleagues or referrals from other settings. Special Educational Needs are not limited to academic attainment or progress and teachers take a holistic approach to consider other areas such as social interactions and mental well-being.

Where teachers have concerns about a pupil, an initial concerns form may be raised. Teachers will discuss the pupils' needs with parents and the SENCO. The SENCO maintains a record of pupils identified through the procedures listed above. The child may initially be placed on the SEND

Monitoring List. Teachers record their planning for children with additional needs in a provision map. These are reviewed at least termly.

If concerns persist, pupils will be added to the SEND Register.

The Graduated Response: Assess, Plan, Do, Review

All pupils on the SEN Register are engaged in a cycle of 'Assess Plan Do Review' and this is recorded formally. Appropriate SMART targets are set, monitored and reviewed termly through discussion with parents and, where appropriate, pupils. Teachers, supported by the SENCO, are responsible for planning and implementing appropriate support including interventions. Current examples of common interventions used in school recently include bespoke spelling and reading support, construction club, sensory circuits, targeted phonics support and fine motor skill development.

If at the point of review, teachers and parents are concerned about a lack of progress in response to the support offered, the SENCO will be more closely involved in deciding upon next steps. We may agree to seek advice from an external agency such as the Specialist Teacher Service, Autism Outreach, Speech and Language or an educational psychologist. In some cases, an application may be made to the Local Authority for High Needs Funding or an Educational Health Care Plan. In addition to termly reviews, EHCPs are formally reviewed annually including input from external agencies involved.

In Year 6, a Transition Review will be held in the Autumn Term with particular consideration as to what provision the pupil will require in a secondary setting and whether any additional support is required during the transition. This is attended by a representative from the local authority and, where possible, by the SENCO of the preferred secondary school.

Removal from the SEND register

Where a pupil has successfully narrowed the curriculum gap, or no longer requires a high level of additional support, the school, in consultation with parents or carers, may decide to remove them from the SEND register. In this instance, the pupil will remain on the SENCO's Monitoring list to ensure a swift response should this progress start to dip.

Partnership with Parents/Carers:

The school aims to work in partnership with parents and carers. We do so by:

- Making parents and carers feel welcome and valued;
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having, or to discuss any other needs the child may have which need addressing;
- Focusing on the child's strengths as well as areas of additional need
- Involving parents in reviewing and setting targets for their child;
- Sharing APDR forms including targets with parents
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision;
- Making parents and carers aware of the Parent Partnership services including SENDIASS;

Parents are entitled to view their own child's documents on request. The information will be made available within 5 working days. All information must be kept confidential between all parties.

Involvement of Pupils:

We recognise that all pupils have the right to be involved in making decisions and exercising choice (2015 SEN & Disability Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning;
- Identify their own needs
- Share in reviewing their progress and setting future across the curriculum;

In addition pupils who are identified as having SEN are invited to participate in:

- Agreeing and reviewing targets where appropriate;
- Annual reviews

Links with Education Support Services:

We aim to maintain useful contact with support services in Children and Young People's Services. For some pupils any one or more of the following agencies may be involved:

- Leicestershire Educational Psychology Service (EPS);
- Specialist Teaching Service (STS);
- Special School Outreach.
- Leicestershire Inclusion Service

The SENCO maintains links with other SENCOs through the Learn-AT SEN Network and by attending appropriate conferences and courses.

Links with Other Services:

Effective working links are maintained with:

- Children and Family Wellbeing Service
- Autism Outreach;
- Speech and Language Therapy Service
- Educational Psychology
- Local GPs
- School Nursing Team

Links with Other Schools/Integration Links:

Links are also maintained with the following schools:

- Birch Wood School;
- Oakfield Short Stay School
- Priory Belvoir High School;
- Vale of Belvoir Primary Schools.

Complaints:

Please see the school's Complaints Procedure.

Monitoring and Evaluation:

Monitoring and evaluation is carried out by staff and governors, specifically the SEN governor and SENCO/Head Teacher (Executive Head Teacher from January 2025), through visits and meetings and by obtaining the views of parents through questionnaires, feedback etc. Areas for development are included in the School Improvement Plan and addressed as appropriate. The SENCO and SEN governor meet twice a year as part of our internal monitoring programme with further meetings if necessary. The SEN governor reports back to the full Governing Body and a record of this is logged in the minutes of Full Governing Body meetings.

Links to other policies and plans:

- **Safeguarding Policy**
- **Accessibility Policy and Plan**
- **Admissions Policy**
- **Attendance Policy**
- **Behaviour Management for Learning Policy**
- **Complaints Policy**
- **Curriculum Policy**
- **Equality Policy**
- **Medication and Management Procedures**

This policy was approved by the Governing Body of Long Clawson Church of England

Primary School at their meeting on

And will be reviewed in the Autumn Term 2025 or earlier in response to the awaited Government's SEND Review.

Signed: Chair of Governors

Appendix i

SEND Monitoring and Evaluation procedure

Monitoring	Evaluation
Curriculum: • Scrutiny of planning. • Provision mapping • Classroom Observation. • Learning walks. • Work sampling.	• Planning shows adaptations and specified and varied roles for support adults. • Provision maps reviewed termly. • There are significant and appropriate adaptive learning opportunities in the Classroom. • Work sampling shows curriculum continuity and progression in learning. • Pupils with SEN are given suitably adapted learning tasks to meet their needs.
Pupil progress: • Scrutiny of school data with focus on pupils with SEND. • Scrutiny of Assess Plan Do Review cycles & pupil targets. • Minutes of reviews. • Pupil progress meetings and records of such meetings.	• Samples of pupil work show progression over time. • Data recording individual pupil progress is analysed and shows progression. • Targets are SMART, relevant and reviewed regularly • Targets are formulated in consultation with pupils and parents.
The implementation of SEN procedures: • Analysis of assessment data and pupil tracking. • Register/attendance analysis. • Classroom observation with focus on effectiveness of support staff and SEN staff	• Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be below or above that of their peers. • Assessment data is analysed and used to inform provision, intervention, support etc. • The SEN record is audited at least termly, analysed and any appropriate action taken (with appropriate staff). • All parents are informed of their child's special educational needs and progress. They are invited to take part in reviews and target setting meetings. • Staff feel they have sufficient information and support from appropriate staff in school. • Resources are used effectively. • Support staff are effective in supporting pupil learning. • Analysis of provision/intervention/support shows a range of strategies etc. to meet individual needs.