



**THE STICKNEY & NEW LEAKE  
PRIMARY SCHOOLS FEDERATION**



**Special Educational Needs and Disabilities (SEND) Policy**

This policy will be reviewed **annually**, or earlier if required by legislation or new DfE guidance and presented to the Full Governing Board for adoption.

Ratified By: **Full Governing Board**

Date Ratified: 19<sup>th</sup> January 2026

Next Review Due: Spring 2027

**The Designated SENCO at Stickney Primary School is Mrs N. Hill.**

**The Designated SENCO at New Leake Primary School is Mrs N. Hill.**

**The Designated Governor with responsibility for SEND is Mrs L Arnold and Mrs K Nugent at Stickney and at New Leake.**

**Our Stickney Vision**

Our inclusive church school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

**New Leake Vision**

Our inclusive school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

## **Introduction**

This Special Educational Needs and Disabilities/Inclusion Policy has the agreement and support of the Governing Body and the Staff at Stickney and New Leake Primary Schools. The implementation of this Policy is the responsibility of the Governing Body. The Governing Body will also make available to the Local Authority (when requested) details of the arrangements made for pupils with SEND. The school will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: SEND code of practice: 0 to 25 years - GOV.UK:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Executive Headteacher and the school's SEND Co-ordinator (SENCO), will ensure that management systems are in place to ensure the effective operation of this Policy and will be responsible for the coordination of provision for pupils with SEND. The SENCO will also provide support for Staff, and arrange in-service training when appropriate, and will liaise with all outside agencies to support both pupils and Staff.

The teaching of pupils with SEND is a whole school responsibility. This Policy details how Stickney and New Leake Primary Schools will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. The schools will ensure that the teachers in the Federation are able to identify and provide for those pupils who have SEND to allow those pupils to join in all the activities together with those pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving SEND provision and the efficient education of the pupils with whom they are educated.

The Governing Body is committed to ensuring that all necessary resources are provided for the support of pupils with SEND, within the financial limits available to the Federation. The provision of resources will be reviewed regularly so as to provide materials to support the needs of SEND children. The Governing Body is responsible for monitoring the work with children with SEND. When carrying out its duties towards pupils with SEND, the School will ensure that parents are notified of any decision by the school that SEND provision is being made for their child.

## **Inclusion Statement**

Stickney and New Leake Primary Schools are committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school communities, and as a result, make a successful transition to secondary education and so into adulthood. All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Stickney and New Leake Primary Schools.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), children with Specific Learning Difficulties, those with sensory or physical impairments and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties. The specific needs of those children with medical difficulties will also be met so far as we are able. We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and Previously Looked After Children.

Other relevant federation policies include.

- Attendance Policy
- Disability Equality Scheme & Accessibility Plan
- Equality Information and Objectives
- Inclusion Policy
- Mental Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Children with health needs that cannot attend school
- Exclusion Policy

### **Aims of this Policy**

The Governing Body, SENCO and Staff will ensure that all pupils in our care, irrespective of religion/belief, culture, class, race, gender, age, sexuality, disability or ability will have access to the skills necessary to benefit from the curriculum offered by the school. Pupils with SEND will be supported to ensure they have access to a broad and balanced education, including the National Curriculum and Religious Education.

Stickney and New Leake Primary Schools will work to create an atmosphere of encouragement and acceptance where all pupils can thrive and where there is respect for effort and achievement and sensitivity to individual needs.

We will strive to teach all pupils at a level and by methods appropriate to their need and ability. Teachers will set suitable learning challenges, respond to pupils' diverse learning needs, and endeavour to overcome potential barriers to learning and assessment.

Pupils with SEND will as far as possible have their needs met within the normal classroom environment.

The Governing Body and Staff will work to develop the greatest possible degree of partnership between parents, their children, the school and the LA.

The aims of Stickney and New Leake Primary School's Special Educational Needs and Disability/Inclusion Policy are:

- To identify, at the earliest possible opportunity, barriers to learning and participation.
- To make reasonable adjustments for those with an Additional Need or Disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with SEND engage in the activities of the school alongside children who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction
    - SLCN (Speech, Language and Communication Needs)
    - ASD (Autistic Spectrum Disorder)
  2. Cognition and learning  
Children who learn at a slower pace than their peers, even with appropriate differentiation. They include:
    - MLD (Moderate Learning Difficulties)
    - SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)

- PLMD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment)
  - SpLD (Specific Learning Difficulties affecting one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and Developmental Co-ordination Disorder (dyspraxia).
3. Social, emotional and mental health difficulties. These include:
- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADHD (Attention Deficit Hyperactive Disorder)
4. Sensory/physical.
- Vision impairment
  - Hearing impairment
  - Multi-sensory impairment
  - Physical disability
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
  - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
  - To support pupils with a medical condition to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
  - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Equality and Diversity**

Stickney and New Leake Primary Schools are committed to providing equal opportunities for all, irrespective of religion/belief, culture, class, race, gender, age, sexuality, disability or ability. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## **Definition of SEND**

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

When deciding whether a child has a difficulty which calls for special/additional provision for a child, consideration will also be given to Social, Emotional and Mental Health needs impacting on their emotional health and wellbeing.

## **Admission Arrangements**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at either of our schools, in line with the Admission Policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name a school in a child's EHCP, the local authority will seek the opinion of the school before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

## **Disability and Accessibility**

To ensure that no child is discriminated against as a result of any disability they may have, the school operates a Disability and Accessibility Scheme, and also an Accessibility Plan. (Also see 'Reasonable Adjustments' below.)

## **Reasonable Adjustments**

Under the Equality Act 2010, Schools have a duty to take steps to ensure pupils with a disability can fully participate in educational/school life. This includes the way the school operates on a daily basis, and the decisions and actions taken to ensure inclusion of all. The duty is anticipatory, considering what a disabled person might need to avoid 'substantial disadvantage' for that child. This may include planning for better access for disabled pupils generally. The duty also covers the provision of auxiliary aids and services, e.g. pen grips, adapted equipment, adapted computer software, provision of a sloping board, step, etc but also additional assistance from staff (readers/scribes).

When considering adjustments, the school must consider the resources of the school, the effectiveness of the suggested adjustment, the practicality of the adjustment, health and safety of the adjustment, etc.

## **Responsibilities of Governing Body**

The Governors will, through working with the SENCO:

- Use their best endeavours in exercising their functions to ensure that the necessary special arrangements are made for any pupil who has SEND.
- Ensure that parents are notified by the schools when SEND provision is being made for their child.
- Make sure that the SENCO makes all staff who are likely to teach the pupil aware of those needs.
- Make sure that the Teachers are aware of the importance of identifying pupils who have SEND and of providing appropriate high-quality teaching.
- Consult with the Local Authority and the Governing Bodies of other schools when appropriate and when necessary to co-ordinate special educational teaching in the area.

- Make arrangements to allow pupils with SEND to join in the everyday activities of the schools as far as is practical.
- Report each year to Parents on their Policy for pupils with SEND by posting a Report on the school's website.
- Publicise a SEN Information Report on the school's website, as required by the SEND Code of Practice 2014.
- Collaborate with the Local Authority in producing the Local Authority's 'Local Offer', and update this information when necessary. ([www.lincolnshire.gov.uk/fsd](http://www.lincolnshire.gov.uk/fsd))
- Take account of the SEN Code of Practice when carrying out their duties towards all pupils with SEND.
- Ensure that the Personal Education Plan (PEP) for all 'Looked-After' children is followed.

### **Role of the Governor with responsibility for Special Educational Needs**

- Understand the Governing Body's responsibilities under the Special Educational Needs and Disability (SEND) Code of Practice.
- Monitor all aspects of SEN and disability provision and report back to the Governing Body on these.
- Monitor the progress of pupils with SEN and report back to the Governing Body on these.
- Make sure the schools ensure that the necessary special educational provision is made for any pupil with SEN.
- Make sure that all pupils with SEN join in with the everyday activities of the schools together with the children without SEN.
- Ensure the Governing Body is up to date about issues related to SEN and disability.
- Make sure the schools have a suitable and up-to-date SEN information report and policy and that this is published on the website.
- Ensure the schools have an appointed SENCO and they have received appropriate training.
- Meet regularly with the SENCO to discuss the school's SEN provision, budget and resources.
- Ensure that the schools are meeting the needs of pupils with SEN and disabilities.
- Ensure the schools are making reasonable adjustments in line with the Equality Act 2010.
- Make sure SEN is considered in any budget discussions.
- Attend training on the role of SEN Governor, as appropriate.

### **Role of the Executive Headteacher**

- Ensure the schools hold ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the schools work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the schools fulfil their statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the schools.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

### **Role of the SENCO**

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the schools.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the schools delegated budgets and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the schools keep the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

### **Role of Class Teacher**

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

## **Safeguarding**

Stickney and New Leake Primary Schools recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The schools recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

## **Stages of Provision**

### *Stage 1*

All learners at Stickney and New Leake Primary Schools will have access to Quality First Teaching. Some 'vulnerable' learners will have access to differentiated teaching through additional support in class or small group work. These will be children that the school has identified as needing support to make progress, but will not necessarily be children with special educational needs – this is differentiation of the usual school curriculum.

## *Stage 2*

When it is clear that children need additional SEN Support, i.e. that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum on offer for all children, then, in consultation with parents, those children will be placed on the School's SEN List. Children on this list will be closely monitored by the Class Teacher, SENCO, and appropriate targets set for them. They will be supported as in Stage 1, but may additionally have 1:1 or small group work specifically for their needs. Termly meetings will be held with all parties present as part of the graduated approach i.e. the 'Assess, Plan, Do, Review' cycle.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

The schools will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Where, despite the schools having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the schools will meet their duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

## *Stage 3*

Children with an Education, Health and Care Plan will have access to all provision for SEN children in Stage 2, but will have an Annual Review of their Plan. In addition, the school has a duty to undertake support as detailed in the Plan. Children with a Plan may also have the support of a teaching assistant.

## **Reviewing EHC plans**

The schools will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The schools will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary

## **How we support children with English as an Additional Language (EAL)**

The schools are aware that there may be pupils in the Federation for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The schools will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **How will the schools help with transition?**

Stickney and New Leake Primary Schools are aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

### **How do the Schools know if children need extra help?**

We know when children need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the child's previous school, regarding a child's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as already detailed.
- A pupil asks for help.

### **What should a parent do if they think their child may have special educational needs?**

- If parents have concerns relating to their child's learning, then these should initially be discussed with the child's class teacher. This may then result in a referral to the SENCO.
- Parents may also contact the SENCO at the school if this is more appropriate, by calling in to make an appointment.

### **Involvement of the Parents/Carers and the Child**

Parents and Carers will be kept informed at every stage of the SEND process and their views and wishes will be taken into account. A record will be kept by the SENCO of any meetings that take place detailing brief notes and outcomes.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The schools recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where this is appropriate.

### **How will the school's support children with SEND?**

- All children will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Children with a disability will be provided with reasonable adjustments to try to overcome any disadvantage experienced in school and increase their access to the curriculum.
- The quality of classroom teaching of children with SEND is monitored through a number of processes.
- All pupils will be given individual targets. Parents will be kept informed of these and progress.

- Attainment will be tracked using various tracking systems and those falling behind are identified and discussed at termly progress meetings. Additional action to increase the rate of progress will then be identified and will be included in the review of the impact of the differentiated teaching being provided.

Action related to SEN Support will follow the graduated approach of the Assess, Plan, Do and Review model:

### **1. Assess**

Data on the child will be collated by the Class Teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to an early discussion to support identification of action to improve outcomes.

### **2. Plan**

If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO's.

### **3. Do**

SEN Support will be recorded on a plan that will identify a clear set of expected outcomes that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

### **4. Review**

Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil, where appropriate. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental consultation and once parental permission has been obtained.

## **Supporting successful preparation for adulthood**

Stickney and New Leake Primary Schools are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The schools will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and can develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

## **Support Services**

The schools seek the advice of Outside Agencies as necessary to ensure the needs of children are met as far as possible. The following is a list of the agencies who may be contacted:

Behaviour Outreach Support Service (BOSS)  
 Child and Mental Health Service  
 Children and Young People Nurse  
 Community Paediatrics

Healthy Minds  
Pupil Reintegration Team  
Sensory Education Support Team  
Specialist Teaching Team  
Speech and Language Therapy Service  
Physical Disability Outreach  
Visual Processing  
The Working Together Team (Social Communication & Autism Outreach Support)

When necessary, we will also seek the advice of Social Services.

We may also suggest a referral to Early Help and initiate a 'Team Around the Family' (TAF) plan or 'Early Support Care Coordination' (ESCO).

### **How will the curriculum be matched to each child's needs?**

- Teachers plan using children's achievement levels, differentiating tasks to ensure progress, and to remove barriers to learning to enable them to access the curriculum.
- Adaptations may include strategies suggested by the SENCO and/or external agencies.
- Small group/1:1 working may also be utilised.
- All actions will be recorded and shared with parents.

### **How will parents know how their child is doing?**

- Attainment towards targets will be shared with parents termly through parent meetings and/or termly SEN Support meetings.
- The school issues progress reports three times a year to parents.
- Parents/carers are encouraged to arrange an appointment to discuss their child's progress at any time when they feel concerned or have information they feel they need to share.

### **How will parents be helped to support their child's learning?**

We can supply:

- Educational activities to support home learning.
- Providing details of useful websites.
- Providing focused parents' evenings that relate to specific curriculum areas e.g. reading
- Suggesting strategies/resources that can be used to support your child's particular targets.

### **What support will there be for the overall well-being of children?**

- All staff within the schools have strong relationships with the children to support their emotional needs, and will offer day-to-day pastoral support as required.
- In our experience, children at our schools feel confident to share emotional and social well-being concerns with a member of staff.
- Parents are encouraged to meet with members of staff including the Executive Headteacher, Deputy Headteacher, SENCO, class teachers and teaching assistants where and when appropriate and if they feel there is a concern that needs to be shared.
- Year 6 children are trained as Playground Leaders to specifically work with younger children at playtimes to encourage appropriate play and kindness to each other. They will actively seek out younger children who

have challenges with establishing relationships or making friends.

- Members of the School Council can carry out a range of tasks including supporting children around the school.
- Any reported incident or concern regarding a child's emotional or social well-being is recorded and followed up by the Executive Headteacher, Deputy Headteacher or SENCO.
- All child protection issues are reported to the Designated Safeguarding Lead.
- There is a clear 'Relationships Policy' which is adhered to by all staff (please see the school website for a copy). This Policy includes the school's Rewards and Sanctions systems. Behavioural difficulties do not necessarily mean that a child has Special Educational Needs. However a change in a child's behaviour can indicate that the child needs help and support.
- We use a variety of approaches to develop children's personal, social and emotional development. The school follows the PSHE curriculum in all classes. All classes take part in Circle Time, which promotes speaking, listening, empathy, working together, turn taking and following social rules. Collective Worship time is also used as a forum for discussion, reflection and support in these areas.
- We buy in Pastoral Support across the Federation to support children with pastoral needs. Senior Leaders hold Vulnerable Pupil Panel meetings 3x a year, to address which children require pastoral support and review their progress.
- When appropriate 'Friendship Buddies' can be appointed to support a child with a particular need.
- Please also refer to our 'Mental Health and Wellbeing' Policy.

### **Medical Needs**

- We ensure as far as possible that any child with a medical need or disability is included in all aspects of the curriculum and school life.
- There is a clear 'Supporting pupils in school with medical conditions' policy which is followed by all staff (please see the school website for a copy).
- If your child has a specific medical need then parents should contact the school and you will be referred to the Executive Headteacher, Deputy Headteacher or SENCO who will take the appropriate action. This could involve the preparation of a 'Health Care Plan'. If a 'Health Care Plan' is needed it will be written to inform appropriate staff of the specifics of the condition and what should be done to support the needs of the child.
- The school maintains a list of all children with medical needs which is available to all staff.
- If your child requires on-going long-term medication then this will be reflected in their 'Health Care Plan'.
- If your child requires short term medication that is not part of a 'Health Care Plan' e.g. for a minor infection then please contact the school office to complete a form 'Administration of Short-Term Medication' which will outline how the medicine is to be administered.
- Asthma inhalers, and Emergency Treatment for Anaphylactic Shock are kept securely. Other medication is kept securely where appropriate.
- Personal Emergency Evacuation Plans (PEEPs) are produced for children with specific needs so as to ensure that, in an emergency evacuation of the school, an adult has been appointed to ensure their safety.

### **Staff Training and improving practice**

The schools are committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The schools SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

### **How will your child be included in activities outside the classroom including school trips?**

Educational visits and residential trips are organised by the staff to introduce or enhance the children's learning. Your child will always be included in such opportunities. We will ensure that any specific needs they have will be considered within our Risk Assessments so that we are fully prepared for the visit and the needs of your child. Part of that preparation may well involve appointing an adult to have specific responsibility for your child if that is felt to be appropriate.

If your child has a specific need that needs to be taken into consideration on a visit we will meet with you and your child to discuss how the visit can be organised safely.

### **How accessible is the school environment?**

#### **At New Leake Primary School:**

The school complies with all relevant accessibility requirements:

- There is wheelchair access to the main building via the main entrance and pupil entrance.
- 1 toilet is adapted for disabled users

#### **At Stickney Primary School:**

- There is wheelchair access to the main building via the main entrance and also disabled access to the front playground and all areas of the school and school grounds
- The school also has 1 toilet adapted for disabled users.

#### **At both schools:**

- We aim to keep our corridors and classrooms accessible to children with needs e.g. physical and sensory.
- For children with sensory impairment seating is planned appropriately.
- The school has a Disability and Accessibility Scheme, and also undertakes an Accessibility Audit/Plan.

### **How will the school prepare my child when joining school/moving between stages/transferring to new setting or secondary school?**

We have links with our feeder nurseries and to ensure a smooth transition we:

- Welcome visits from parents/carers wishing to view the school at any time during the year.
- Have visits to the various feeder settings carried out by the teacher and teaching assistants where appropriate.
- Children make visits in the summer term for familiarisation activities, and to allow the children to get to know the staff and each other.
- Have a 'welcome evening' for parents with the class teacher, headteacher and relevant support staff. This event gives you information about how the school runs, the type of activities the children will be involved in, lunch time arrangements, uniform and the general order of the school day.
- Receive and use relevant paper work from the various feeder settings and any SEND or medical information.
- Attend ESCO (Early Support Care Coordination) meetings for children and parents as part of the transition process as appropriate which will involve discussions with other agencies regarding your child's particular needs.
- Where necessary, we work with the feeder setting to produce transition 'Social Stories' to help those children with e.g. ASD.

The transfer to secondary school can be a daunting time for everyone and probably even more so if your child has a special educational need or disability. We will support you and your child by:

- Providing information about the needs of your child to their transferring school through face to face meetings with Y7 Tutors and SENCOs and the passing on of relevant paperwork. These processes will be carried out by the Class Teacher and/or the SENCO. Where appropriate parents are involved in this process as well as, whenever possible, relevant outside agencies.
- Discussing with the secondary school additional visits to the school for your child, if needed.
- If your child has a Health Care Plan in place, then this will also be passed to the secondary school along with all relevant paperwork.
- Parents of special educational needs or disability children are advised to begin the process of transition at an early stage (usually within Year 5). The various secondary schools hold 'Open Evenings' and we would encourage all parents to visit the schools with their children before making a decision about which school they would like their child to attend.
- For children who have a clearly identified specific need e.g. ASD, Dyslexia we encourage parents to arrange to meet the secondary school SENCO to discuss their child's needs as soon as possible.

### **Allocation of Funding**

The schools receive funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of funds allocated per pupil for their education (Age Weighted Pupil Unit).
- Notional SEN budget. This is a fund devolved to schools to support schools to meet the pupils with SEND.
- Pupil Premium Funding provides additional funding for pupils who are entitled to Free School Meals (income based), pupils who are in the care of the local authority, or whose parents are in the Armed Services.
- For pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority.

The funding is used to provide equipment and the facilities to support pupils.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Executive Headteacher or SENCO.

### **How does the School decide how much support each child will receive?**

- For children with SEN but without an Education, Health and Care Plan, decisions about how support will be provided will be taken at joint meetings with the Executive Headteacher/ Deputy Headteacher, SENCO and Class Teacher.
- For children with an, EHCP this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will parents be involved in discussions about and planning for their child's education?**

Parents will be involved through:

- Discussions with the Class Teacher, SENCO or Executive Headteacher.
- During parents' evenings.
- Meetings with support and external agencies.

As a Federation, we always try to make ourselves available if parents wish to discuss any aspect of their child's

support, although at times it may be necessary to make an appointment to do so.

**Who should parents contact if they require further information, or if they have any concerns relating to their child?**

If parents wish to discuss their child’s special educational needs, have any issues/concerns regarding their child or the support they received, then they should initially contact their child’s class teacher. The class teacher will consult with the SENCO for advice and support, when required.

If parents feel they have been unable to resolve matters, they can contact the SENCO directly.

For concerns or complaints, the schools Complaints Procedures Policy should be followed. This is available on the school website, and a printed copy can be requested from the main school office.

**Support Services for parents of children with SEN include:**

If parents feel they would like to access further support, they should contact the SENCO who can provide contact details for relevant groups/agencies.

Under the regulations, the Local Authority has prepared a ‘Local Offer’ setting out the services available to support children in Lincolnshire. The ‘Offer’ is available on Lincolnshire County Council website [www.lincolnshire.gov.uk/fsd](http://www.lincolnshire.gov.uk/fsd) or use your search engine to seek [fsd.lincolnshire.gov](http://fsd.lincolnshire.gov)

From both pages you will be able to access the Family Services Directory, and then the ‘Local Offer for SEN & Disability’. There is also a lot of other useful information on the Family Services Directory Home Page.

Other useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support		<a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">www.lincolnshire.gov.uk/parents/support-and-aspiration/</a>
Lincolnshire Children’s Services		<a href="http://www.lincolnshirechildren.net">www.lincolnshirechildren.net</a>
Family Services Directory (fsd)	0800 195 1635	<a href="http://lincolnshire.fsd.org.uk">lincolnshire.fsd.org.uk</a>
SEND Information, Advice and Support in Lincolnshire (Liaise)	0800 195 1635	<a href="mailto:liaise@lincolnshire.gov.uk">liaise@lincolnshire.gov.uk</a>
Lincolnshire Parent Carer Forum	07925 232 466 0845 33 11 310	<a href="mailto:admin@lincspcf.org.uk">admin@lincspcf.org.uk</a>
4all Register	0800 195 1635	(Children’s disability register) <a href="mailto:4all@lincolnshire.gov.uk">4all@lincolnshire.gov.uk</a>
Family Information Service	0800 195 1635	<a href="http://lincolnshire.fsd.org.uk">lincolnshire.fsd.org.uk</a>
Parenting and Family Support	0808 800 2222	<a href="http://www.familylives.org.uk">www.familylives.org.uk</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="http://lincolnadhd.org">lincolnadhd.org</a> <a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>
Family Action		<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a> <a href="http://www.family-action.org.uk">www.family-action.org.uk</a>
Lincolnshire Centre for Grief and Loss	01522 546168	<a href="http://www.lcgl.org.uk">www.lcgl.org.uk</a>
Norfolk Lodge, Boston Children’s Centre	01205 319899	<a href="mailto:bostonenquiriesccnetwork@lincolnshire.gov.uk">bostonenquiriesccnetwork@lincolnshire.gov.uk</a>

## **The Local Authority's Local Offer**

The 'Offer' is available on Lincolnshire County Council website [www.lincolnshire.gov.uk/fsd](http://www.lincolnshire.gov.uk/fsd) or use your search engine to seek [fsd.lincolnshire.gov](http://fsd.lincolnshire.gov)

## **Monitoring and Assessment**

The school will assess each pupil's current levels on entry to the school. This is used to identify, at the earliest opportunity, any pupil who is in need of extra support. Staff will ensure that any assessment and work planned from the assessment reflects a sound comprehensive knowledge of the child.

If the pupil already has an identified SEND, this information will be transferred through from their Early Years setting. In such cases, the SENCO and the class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment to provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps in the pupil's learning.
- Involve parents in implementing a joint learning approach at home.

All pupils are assessed regularly throughout the year and the Key Stage using statutory and commercial testing materials. The class teacher is responsible for raising concerns about individual pupils with the SENCO.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

## **Children with Medical Needs**

The school has a vital part to play in supporting the education of children on its roll with medical needs. When such a situation arises, the school will ensure that the educational needs of any child will be met through the published statutory guidance which sets out the minimum standards of education for children who cannot attend school as a result of illness or injury. When necessary, there will be close liaison between teachers and the Local Authority/Hospital/Home tuition service to ensure that programmes of work are available. The necessary steps will also be taken to assist a successful reintegration of the child.

## **Mental Health Problems**

At our schools, every effort is made to promote the mental health of all children. Necessary steps will be taken to

ensure that effective intervention strategies are put into place to support any child experiencing problems. More detailed information is included in the school's 'Mental Health and Wellbeing Policy'.

### **Confidentiality**

The schools will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

### **Publishing information**

The school will publish information on the school website about the implementation of this policy.

The information published will be updated **annually** and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

### **Complaints**

The school works in partnership with parents to ensure a collaborative approach to meeting the needs of pupils. All complaints are taken seriously. If any parent has a complaint relating to the way in which Special Educational Needs or Disabilities issues are handled at Stickney or New Leake Primary Schools, they can follow the Complaints Procedures Policy.