Leominster Primary School

Special Educational Needs and Disability Policy

Contents:

1. Special Educational Needs Policy
2. Rationale
3. Legal Framework
4. Identifying SEND
5. Definition of SEND
6. Objectives
7. Arrangements for coordinating SEN provision.
8. EYFS
9. LAC
10. EAL
11. Admissions
12. Assessment
13. Inclusion Principles
14. Allocation of resources
15. Continued Professional Development (CDP) for Special Educational Needs
16. Promoting mental health and wellbeing
17. Funding
18. Graduated approach
19. Differentiated Curriculum Provision
20. Referral to outside agencies
21. Education, Health and Care Plans
22. Arrangements for SEN and inclusion in-service training
23. Access to information
24. Involving pupils and Parents in decision making
25. Terminology imagery and disability equality
26. Disability equality and trips or out of school activities.

27. Evaluating the success of the schools SEN and inclusion Policy
28. Resolving disagreements
29. Publishing information
30. Monitor and Review

1. Special Educational Needs and Disability (SEND) Policy

Date for full implementation: July 2025
Review Date: July 2026

SEN Coordinators: Helena Hough (Early years/KS1 SENCo)
Charlie Goode (KS2 SENCo)

SEN Governor: Gill Grant
SEN Line Manager: Laura Paske
Family Support Manager: Lucy Jones
Learning Mentor: Keir Stone

Mrs. Charlie Goode and Mrs. Helena Hough are the school's SENCO's and are both qualified teachers who hold the required qualification of a Post Graduate Certificate in Special Educational Needs.

The Special Educational Needs Coordinator (SENCo) is responsible for the day to day operation of this policy with the SEN Line Manager and Head teacher's having overall responsibility for the management of all school policies. The Governing body, Head teacher's, and SENCo's will work together closely to ensure that this policy is working effectively.

2. Rationale

Leominster Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area and further afield. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Leominster Primary School is committed to inclusion.

This policy describes the ways in which we aim to meet the needs of children who experience barriers to their learning. These may relate to the four areas of need as outlined in the 2014 Code of Practice.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Leominster Primary School we aim to identify these needs as they arise and provide high-quality teaching and learning which enables every child to reach his or her full potential.

Leominster Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue. We will also aim to model inclusion in all aspects of school life by making reasonable adjustments as far as possible to ensure inclusion for all those related to Leominster Primary School.

3. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Keeping children safe in education'
- DfE (2026) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Information and Objectives Policy
- Confidentiality Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Early Years Policy
- Statement of Exclusion Policy

4. Identifying SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improve long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.
Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline.
- Progress does not match or better the pupil's previous rate of progress.
- Progress fails to close the attainment gap within the class.
- The attainment gap is widened by the plateauing of progress.

If after specific targeted support, it is felt that the pupil is still not making progress and there may be another underlying reason as to why this is so then the advice of an outside agency may be sought. This will always involve discussion and agreement with the pupil's parents/carers.

5. Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum.

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg. 4-5) states that:

"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 or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

"Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."

Leominster Primary School will have regard to the SEND code of Practice 2014 when carrying out its duties towards pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg.5) states that:

"Many children and young people who have SEN may also have a disability under the Equalities Act 2010 – that is'... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This

definition provides a relatively 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, diabetics, epilepsy,*** *and* ***cancer****. Children and young people with such conditions* ***do not necessarily have SEN****, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."*

The school Reviews how well equipped we are to provide support across the following areas:

Communication and interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and physical needs

<u>Communication and interaction</u>

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises pupils who are diagnosed as neurodiverse including

- Autism
- ADHD
- Dyslexia
- Dyspraxia
- Dyscalculia
- Dysgraphia

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO's will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer learning support in line with quality first teaching and interventions.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO's will ensure that any provision offered will be suitable to meet the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

Social, emotional and mental health needs

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement an individual behaviour plan to support pupils with these difficulties.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision or hearing impairments (VI), do not necessarily have SEND. The school will ensure staff understand that:

Some conditions can be age-related and can fluctuate over time.
A pupil with a disability is covered by the definition of SEND if they require special educational provision.

6. Objectives

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.

- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

7. Arrangements for coordinating SEN provision

1. The class teacher will provide class summaries of pupils with known SEN ready for the new teacher at the start of each academic year overseen by the SENCo
2. The SENCO will be alerted to pupils below expected levels following pupil progress meetings and through analysis of SEN data.
3. The SENCO will discuss issues arising from pupil progress meetings, data and cause for concerns with the class teacher at the earliest convenience & will assess the pupils if necessary.
4. The SENCO will then follow the graduated approach of assess, plan, do, review.
5. Support will be given to each teacher on the formulation of Person Centered Education Plans (PCEP's)
6. Targets arising from any PCEP's support/provision plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
7. The SENCO monitors PCEP's & planning for SEN, giving advice through staff meetings.
8. The SENCO, together with the Headteacher's & Senior Leadership Team (SLT), monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.

9. SEN support is primarily delivered by class teachers through quality first teaching and differentiated teaching methods.
10. Targeted support can also be delivered by trained teaching assistants (TAs) throughout the school, such as; Zones of Regulation, Emotional Literacy Support (ELSA), Emotional Coaching, literacy or phonic-based interventions, speech and language programmes, or other individual areas of need.
11. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

The support timetable is reviewed termly, by the SENCO and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through allocations from the LA.

Where pupils needs are not being met sufficiently and through discussion with the Inclusion Outreach Team, pupils may access an alternative provision (AP), which supports meeting the child's needs. School will ensure all safeguarding checks have been made prior to a child attending and will communicate regularly with the alternative setting. The AP will have been recommended by the LA and in consultation with parents.

Some pupils involved with the Inclusion Outreach Service (IOS) may also have the opportunity to access an intervention placement, in school or at another setting. This will be under the recommendation of the IOS team and to provide further support and strategies for the child to allow them to remain in mainstream education. These intervention placements may be long-term, short-term in school or outside of school. School will communicate regularly with the intervention placement and monitor attendance daily. Parents will be consulted at the beginning of the process for their views and consent.

8. Early Years Foundation Stage (EYFS)

The school implements an early year's policy, where appropriate.

The school ensures that all staff who work with young children are alert to emerging difficulties and respond early.

The school will ensure all staff listen and understand when parents' express concerns about their child's development. The school will listen to any concerns raised by the children themselves.
The school will ensure that;

- Pupils with SEND get the support that they need.
- Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND.
- Class teachers and SENCo's are responsible for Coordinating SEN provision.
- Parents are informed when the school makes special educational provision for their child.

Children with Specific circumstances

9. Child Looked After (CLA)

Children at the school who are being accommodated, or who have been taken into care, by the Local Authority (LA) are legally defined as being 'looked after' by the LA.

The school recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for CLA.

Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by

relevant school staff.

10. English as an Additional Language (EAL)

The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

The school will 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 that is used there or arise from SEND.

11. Admissions

The school will ensure it meets its duties set under the '2014 School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the

- 'School Admissions Code' for the admission of children without an EHC plan.
- Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.
- For pupils starting mid-year, or transferring, staff will liaise with previous settings to ensure that appropriate support can be put in place prior to admission.

12. Assessment

The school will, in consultation with the pupils' parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including 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.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

13. Inclusion Principles

- Staff at Leominster Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- Within each class, teaching, learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools will take place to ensure continuity.
- Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

14. Allocation of resources

- Resources are allocated to support children with identified needs.
- Human resources are allocated according to need; this is reviewed regularly and can change during the academic year, responding to any changing needs that occur.
- This support may take the form of differentiated work in class or through focused intervention.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

15. Continued Professional Development (CDP) for Special Educational Needs

- The progress of all pupils including those with SEND is a core part of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- External training needs will be brought in periodically to address more specialist training needs.
- Training will cover both mental and physical needs of pupils with SEND with mental health being a key consideration.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at the specific needs of the pupil.

16. Promoting mental health and wellbeing

- The curriculum for PSHE will focus on promoting pupils' resilience,

confidence and ability to learn.

- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and self-esteem.
- Emotional Literacy Support assistant (ELSA) interventions will be available for those children experiencing difficulties.
- Where appropriate, the school will support parents in the management and development of their child.
- TA mentoring will be used to encourage and support pupils suffering with SEMH difficulties.
- When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Individual Health Care Plan. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline

with the aim of addressing disruptive behaviour.

17. Funding

The school will allocate the appropriate amount of core per pupil funding and notational SEND budget outlined by the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an Education Health Care Plan (EHCP).

18. Graduated Approach

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

19. Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at half termly intervals and a decision made about whether the child is making satisfactory progress at this level or intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

After a period of ASSESS- PLAN- DO - REVIEW
SEN support provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills.
Additional support is required for emotional, behavioural or social development.
Additional support is required for sensory or physical impairments.
Additional support is required for communication or interaction needs.

The responsibility for planning for these children remains with the class teacher.

A child receiving support at this level will have a Person Centered Education Plan (PCEP)

This will build an individual record for the child and contains information about school-based observation and assessment and links to progress. It will provide a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

PCEP's and will be reviewed termly, although some pupils may need more frequent reviews. Class teachers will take the lead in reviewing your child's PCEP with support from the SENCO if needed. Parents/carers and the child, will be invited to review targets and set new ones having the opportunity to contribute their views.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to refer to outside agencies.

The SENCO and SLT monitor progress on a half termly basis.

20. Referral to outside agencies

A variety of support can be offered by specialist services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services may contribute to the planning, monitoring and reviewing of the child's progress.

21. Education, Health, Care Plans (EHCP's)

For a child who is not making adequate progress, despite a period of support at SEN Support level, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether an Education, Health & Care Plan is necessary.

The school will fully cooperate with the LA when research about the pupil is being conducted.

The school will provide the LA with any information or evidence needed.
All relevant teachers will be involved in contributing information to the LA.

The school will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process, as long as their needs can be sufficiently met.

The school 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.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the 'SEND 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.

The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.

The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing the EHC plan

The school will:

Cooperate with the 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.

Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.

Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

Cooperate with the LA during annual reviews.

Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.

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.

Prepare and send a report of the meeting to the local authority within 2 weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.

Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

22. Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular in-service training to update and revise developments in Special Needs Education and Inclusion.
- In-Service training and individual professional development is arranged and

matched to the school's development plans and long term goals.

- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

All teachers have responsibility for pupils with SEN

The SENCO liaises frequently with a number of outside agencies, for example:

1. School Nurse
2. Speech and Language Therapists
3. Physiotherapy Team
4. Occupational Therapy
5. Inclusion Outreach Team
6. Educational Psychologists

Parents/carers are informed if any outside agency is involved.

For more information on services go to the local offer on the council web site

23. Access to Information (see also School Accessibility Plan)

- All children requiring information in formats other than print can have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- LPS uses a range of assessment procedures within lessons (such as photographing or video/audio recording) to ensure children with additional needs are able to demonstrate their achievement appropriately.

24. Involving pupils and Parents in decision making

Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher, SENCO and class teacher will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils, and their parents three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Joint commissioning, planning and delivery

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities.

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school's Data Protection Policy will be adhered to at all times.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the identification of pupils with SEND prior to school entry.
- Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

25. Terminology, imagery and disability equality

Through the Values Education approach, we work with the children to understand the impact of the words they use, and, should it be necessary, we would deal seriously with any inappropriate behaviour related to special educational needs or disability under our Behaviour and Anti-Bullying Policies.

We also try to make sure we have positive images of people with disabilities in resources, displays etc.

We aim to make optimum use of Circle Time/PSHE for raising issues of language and other disability equality issues.

26 Disability equality and trips or out of school activities

- LPS tries to make all trips inclusive by planning in advance. We aim to make reasonable adjustments and provide additional TA support for individual children as required.
- All children are welcome at our after-school activities.

27. Evaluating the success of the School's SEN and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools.
- We also analyse data on behaviour and exclusions. We use this analysis to help us plan our provision. At the same time, we set new targets for

the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment.
- An increase in the percentage of children recorded as having special educational needs attaining the expected level at both KS1 and KS2.
- A reduction in behaviour incidents and exclusions

Progress against these targets is reported to the governing body, as a part of the whole-school monitoring data. As required, the SENCO/Headteacher's will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support, Education, Health & Care Plans as well as any pupils for whom an EHC Plan has been requested or are in receipt of high needs funding.

The number of pupils transferring to or from each type of provision will be monitored by the SENCO. The SENCO and/or Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

Individual targets for children with additional needs will be reviewed through PCEP targets, and shared with parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place regularly through marking, planning and lesson evaluations as well as termly monitoring.

The policy itself will be reviewed annually by the SENCO and SLT.

28. Resolving Disagreements

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

Independent support for parents may be provided by the SENDIAS service

Telephone: 01432 260955

Click link - SENDIAS

Address: SENDIAS, Franklin House, 4 Commercial Road, Hereford HR1 2BB

29. Publishing information

The school will publish information on our website about the implementation of the SEND Policy.

The governing board will publish details of the SEND information report on the website.

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

30. Monitoring and Review

The policy is reviewed on an annual basis by the headteacher's in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is June 2027.