



Eldersfield Lawn C.E. Primary School

LIFE

Living and Inspiring Futures for Everyone

**“Start children off on the way they should go
and even when they are old, they will not
turn from it.”**

Proverbs: 22:6

Special Educational Needs and Disabilities Policy

Policy Review: September 2026

Next Review: September 2027

Eldersfield Lawn C of E Primary School

Special Educational Needs Policy

First adopted: September 2014

Next review due: September 2027

Contents:

1. School Vision, Aims and objectives - Page 3 - 4
2. Responsibility for the coordination of SEN provision - Page 4
3. Arrangements for coordinating SEN provision - Page 4
4. Admission arrangements - Page 5
5. Specialist SEN provision - Page 5
6. Facilities for pupils with SEN - Page 5
7. Allocation of resources for pupils with SEN -Page 5
8. Identification of pupils' needs - Page 5
9. Access to the curriculum, information and associated services - Page 8
10. Inclusion of pupils with SEN - Page 9
11. Evaluating the success of provision - Page 9
12. Complaints procedure - Page 10
13. In service training (CPD) - Page 10
14. Links to support services - Page 10
15. Working in partnership with parents - Page 10
16. Links with other schools - Page 11
17. Links with other agencies and voluntary organisations - Page 11

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

Mission statement

LIFE – Living and Inspiring Futures for Everybody

Through our promotion of Christian Values we do everything we can to ensure that the children of this school, as they develop intellectually, emotionally and physically, will also grow socially and spiritually so gaining a genuine respect for themselves, for each other, the local community and for the whole world.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, , health and care services and early years settings prior to the child's entry into the school
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCo, Head teacher and teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Family Support Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and monitor roles.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Miss Sarah Hindle (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Emma Carolan [SENDCo] and individual class teachers.

3. Arrangements for coordinating SEND provision

The teachers will hold details of all SEN records for individual pupils in their class.

All staff can access:

- The Eldersfield Lawn C of E Primary School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities - Learning Support Services
- Information available through Worcestershire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements which include a stair lift to the hall, ramps and a BMA.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCO and Head teacher will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, Head teacher and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs and Disabilities at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being 'cause for concern' due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at

a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Worcestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and at Hanley Castle High School. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Head teacher and SENDCo oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services if necessary.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on an individual/group provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

Eldersfield Lawn C of E Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school works closely with the other feeder schools in the Hanley pyramid as well as Hanley Castle High School. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Eldersfield Lawn Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCO, Headteacher and class teachers are the designated people responsible for liaising with outside agencies e.g.

- Education Psychology
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Teaching Service

This policy will be reviewed annually.

Signed *S. L. Hindle*

Name Sarah Hindle (Headteacher)

Date September 2026

Signed E Carolan

Name Emma Carolan (SENDCo)

Date September 2026

Signed J Kinghorn

Name Jason Kinghorn (SEND Governor)

Date September 2026