



## **SEND Policy**

*‘You have filled my heart with greater Joy’*

*Psalms 4:7*

**Co-Headteachers: Jo Trahearn & Shelly Geeson**

**Ratified by: Governors**

**Release Date: 25<sup>th</sup> March 2025**

**Review Date: 1<sup>st</sup> March 2026**

**Expiry Date: 24<sup>th</sup> March 2026**

The SEND policy is a key document to support the finest inclusive practice in our school and the high aspirations that we have for all of our pupils.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

This policy will be reviewed in response to Government guidance and Local Authority advice. This guidance will be updated as required and in response to new guidance announced. Any reviews will take into consideration all aspects of applicable legislation and advice at the time.

The policy is available on our website.

### **Section 1: Our values and vision in relation to SEND provision**

This policy reflects and build upon three principles identified in the SEND Code of Practice:

- The views, wishes and feelings of the child and the child's parents/carers

Our Special Educational Needs Coordinator (SENDCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCO also contributes to strategic development of SEND provision.

Our SENDCO is Mrs Lynda Brady and be contacted via email or through the school office:  
[ashbyce@ashbyce.leics.sch.uk](mailto:ashbyce@ashbyce.leics.sch.uk) or [senco@ashbyce.leics.sch.uk](mailto:senco@ashbyce.leics.sch.uk)

Our SENDCO is a qualified teacher, who took on this role in September 2024. She has is currently completing the new NPQSEN qualification.

- The importance of the child and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational, social and emotional outcomes, preparing them effectively for adulthood.

This policy should be read in conjunction with other policies as everything we do at Ashby CE Primary is with the aim of ensuring inclusion for all children.

### **Aims of this policy:**

We are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school which enables them to achieve their best.

Every teacher is a teacher of SEN and we have the highest aspirations and expectations for all our pupils in school.

We aim to provide all children, including those with special educational needs and disabilities, with a broad and balanced curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of our ACE school community.

To achieve this, we will:

- Continually work to ensure we have a fully inclusive school and create an environment where all children can be happy, flourish and feel safe.
- Ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- Ensure that children with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school environment.
- Identify a child's special educational needs at the earliest point and then make effective provision.
- Work in close partnership with parents, Leicestershire Local Authority and other key agencies to ensure that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all the pupils.
- Promote independence, resilience, confidence and determination in pupils with SEND so that they can be the best versions of themselves and begin to build the skills necessary for successful transition to secondary school and then into adulthood
- Ensure all children at Ashby CE Primary have a voice and are confident and able to state their feelings, thoughts and needs
- Ensure that parents' views are taken into account and valued.

## **Section 2: Admission Arrangements for pupils with SEND**

Ashby CE Primary admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND.

Ashby CE Primary recognises that the Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Needs or Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

- The LA must comply with this request and name the school in the Statement/EHC plan unless: It would be unsuitable for the age, ability, aptitude or SEND of the child

OR

- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.
- The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or EHC Plan effect the individual circumstances of each child and the school. This will include guidance on making reasonable adjustments and signposting to training and guidance available, including support from the Leicestershire Special schools, such as Forest Way.
- The SENDCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school (see Section 6: Transition).

### Section 3: Identifying Special Educational Needs

Ashby CE Primary uses the definition of SEND and disability as set out in the SEND Code of Practice and Equality ACT 2010. We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are failing behind or who are facing difficulties with any aspect of learning or social development at earliest opportunity. The identification of SEND is built into the overall approach to monitoring the progress and development of *all* pupils.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

Where a pupils' progress is causing concern, this maybe characterised by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

As well as progress in core subject areas, progress in other areas will also be considered, such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

- Circumstance changes due to COVID-19.

Ashby CE Primary acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolate and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviours which may not be SEND.

#### Section 4: Meeting the needs of pupils with SEND

##### The Graduated Approach to SEND support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system to identify where pupils are not making expected progress or working below national expectations. If necessary, class teachers will support pupils through the delivery of relevant and timely interventions, quality first teaching and appropriate differentiation and in-class support. These are all aimed at closing the gap or raising the attainment.

The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength. Where a pupil's needs are persistent, the class teacher will carry out an 'Initial concerns' assessment and discuss this with the SENDCo. There may be a possible need for additional, more specific assessments to be carried out. Parents will be invited to attend a meeting and share their perspective and where appropriate, the pupil's views will be sought. If additional provision is required beyond what is already delivered to meet the child's needs, the child will be then placed on the school's SEND record at 'School Support'.

The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND. Working together, the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge.

This SEND support will take the form of a four-part cycle (**assess - plan - do - review**) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term by the SENDCo and fed back to all staff and Governors enabling them to analyse the impact of quality of interventions and impact upon the pupils' progress, outcomes and needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in

appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed, is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child. Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists (EPIC and independent)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Autism Outreach Service
- Occupational therapists and physiotherapists
- Forest Way Outreach

In many cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENDCo, Head Teacher and Business Manager.

Where pupils are made subject to an EHC plan, the school will liaise with any specialist agencies named on the plan to provide support and specialist advice.

**How the school plans to remove barriers for learning for those pupils with accessibility difficulties can be found on the Accessibility Plan on the school website.**

### The LA SEND Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting a LA SEND Support Plan or Education, Health and Care assessment from the Local Authority as appropriate. To inform this decision, the SENDCo will work alongside parents and outside agencies and have close regard to the local authority's criteria for funding through an SEND Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire's Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

### Removing pupils from the SEND record

In consultation with parents, the child will be considered for removal from the SEND register where they have made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age

- identifies where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- SEND Support is no longer required to ensure this progress is sustained.

In line with our ongoing assessment and evaluations of pupils' progress, pupils being removed from the SEND record will be monitored carefully to ensure that they continue to thrive and progress.

### Supporting parents/carers of children with SEND

At Ashby CE Primary School, we are keen to develop strong and trusting partnerships with parents of children with SEND. We are keen for them to be as fully involved as possible in the education of their children and the decisions to be made. We will take time to provide the information needed and the support required to help parents participate in those decisions. We aim to do this in a number of ways:

- We will always make parents and families feel welcome, always listening to concerns, answering questions and encouraging their aspirations for their child; enabling and building trust and confidence in the partnership.
- We will provide information in an accessible way, answering questions to ensure understanding.
- The SENDCo will be available for meeting by appointment through the school office or by email at [ashbyce@ashbyce.leics.sch.uk](mailto:ashbyce@ashbyce.leics.sch.uk) or [senco@ashbyce.leics.sch.uk](mailto:senco@ashbyce.leics.sch.uk)
- If necessary, some appointments can be held virtually.
- The school will publish how it implements the SEND Policy on the school's website following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers will meet with parents at the earliest opportunity to discuss concerns regarding pupils' progress, either initially raised by themselves or by the parents.
- Class teachers will invite parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the provision that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may part of or in addition to parents' evening meetings and may be supported by the SENDCo. A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents. (structured conversations)
- Class teachers and/or the SENDCo will provide guidance and advice as to how parents can best help support their children's learning at home.
- We will provide additional support to parents and carers at various key points as needed, for example, transition to high school, planning for an EHCP referral.
- Providing parents with additional information, wider support and services relevant to their children's SEND.

- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND policy. A paper copy will be made available to parents on request and will be available on the school website.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line with the school's Communication Policy.
- In the event of a local school closure, those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents. The risk assessment will inform whether a child needs to be offered a school place, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

### Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' character to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- With their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council, be House Captains and be Sports Captains. All pupils are actively encouraged to undertake any responsibilities within school and attend any club of their interest or choosing.
- Pupils with SEND share their views on their own learning to form their One Page Profiles.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.



- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo and / or SEND Governor, considering adjustments to keep in the light of analysis.

### Supporting pupils at school with medical conditions

At Ashby CE Primary School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed.

### Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. Termly, the SENDCo scrutinises attainment data to measure the efficacy and impact of intervention groups. The results of this are then shared with class teachers and learning support assistants to ensure continuing intervention groups are as effective as possible. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

### Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends SENDCo Network meetings in order to keep up to date with local and national updates in SEND.

### Funding for SEND and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide additional funding to meet the cost of that provision. Where the local authority

agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also make use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of these pupils and enhance learning and achievement. Each term, in consultation with the head teacher and SENDCo, the class teachers will map the targeted provision in place for pupils on the SEND record. This targeted provision is outlined on the school's Provision Map.

## **Roles and Responsibilities**

### **SENDCo**

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority specialist teaching services, SENA – the Special Needs Assessment team for the local authority-, EPIC and their support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the head teachers and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Governing Body and Head teacher**

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The head teacher, SENDCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Head teacher will ensure that the SENDCo has sufficient time and resources to carry out their functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

### Dealing with Complaints

Any complaints concerning SEND should be made in accordance with the school's Complaints Policy and procedures and/or the SEND appeals regulations at LEA level.

### Bullying

At Ashby CE Primary School we do everything we can to mitigate the risk of bullying of vulnerable learners in our school. The Diversity and Equality Ministry of our School Parliament review our procedures and is involved in making changes when necessary. The school's SLT Team are available for children to discuss problems they are having and support in resolving issues.

### Reviewing this policy

This policy will be formally reviewed annually and published on the school's website.

