



Spring Bank Primary School

Spring Bank Primary School **SEND Policy**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: Advice for schools DfE June 2018
- SEND Code of Practice 0-25 2014
- SEND Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

Name of SENDCo (February 2024 – present): Ms Amy Houldsworth Deputy Headteacher (to start NVQ for SENCOS in September 2024)

SEND Governor: Stephen Roberts

This policy has been created by the SENDCo in liaison with the School Governing Body, members of the Senior Leadership Team and all staff at Spring Bank Primary School.

Aims

At Spring Bank Primary, we strive to create a warm, caring and inviting atmosphere in which children feel secure and experience success. We aim to develop a sense of self-worth and high esteem amongst all our pupils and treat all equally, in this way all pupils are encouraged to realise their full potential; intellectually, emotionally, physically, and spiritually, regardless of race, gender, religion or disability. We will encourage the whole school community to take an active role in fulfilling this aim.

Objectives

- To provide a high quality curriculum for all children.
- To identify and provide appropriate provision to enable children with SEND to realise their full potential.
- To work within the guidance provided in the SEND Code of Practice 2014.

Identifying Special Educational Needs

The SEND Code of Practice identifies children as having SEN *“if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

Special Educational Provision is provision that is *“additional to or different from that made generally for other children or young people of the same age by mainstream schools.”*

Teachers at Spring Bank Primary provide a high-quality differentiated curriculum designed to meet the needs of all pupils. Pupils are only identified as having SEND if they do not make adequate progress following high-quality teaching and regularly reviewed and adapted interventions.

Four broad areas of need are identified in the Code of Practice and recognised within school:

1. **Communication and Interaction** (Speech, Language and Communication Needs (SLCN))
2. **Cognition and Learning** (Specific Learning Difficulties (SPLD) Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD))
3. **Social, Emotional and Mental Health Difficulties** (SEMH)
4. **Sensory and/or Physical Needs** (Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Difficulty (PD))

A Graduated Approach to SEND support

Spring Bank Primary uses termly Pupil Progress Meetings and close communication between class teachers, SENDCo and parents to identify any areas in which a child needs additional support or intervention.

Teachers are responsible and accountable for the progress and development of all children in their class, including where pupils access support from teaching assistants or other specialist staff. Where children are not making expected progress despite quality first teaching and differentiation, additional support will be planned.

This may involve support within class from a teaching assistant or additional teacher. SEND Support Plans or referrals to external agencies may also be necessary.

Parents will be kept informed of their child's progress through

- Twice-yearly Parent Consultation evenings with the child's class teacher.
- Termly SEND reviews with the SENCO and Classteacher
- End of year report from the class teacher.
- Individual Provision Maps to be shared with parents, either in person or via parentmail.

Where there are continuing concerns about a child's progress, additional meetings may be necessary. Some children with higher level needs may require an Education Health Care Plan (EHCP). This will be discussed and managed in accordance with SEND Code of Practice and the Statutory Assessment Process.

Managing Pupils' Needs on the SEND Register

In line with the SEND Code of Practice (2014), we follow an Assess, Plan, Do, Review structure to identify, manage and support children with SEND.

Assess:

Progress of all children is monitored through termly Pupil Progress Meetings and termly meetings between the teacher and SENDCo. Where concerns around progress have been raised, intervention or monitoring strategies will be put into place and progress will be reviewed termly.

Plan:

Interventions and support will be planned by the class teacher in consultation with the SENDCo and reviewed as required/at least termly.

Do:

Where children are still not making expected progress, SEND support will be considered and an Individual Provision Map (IPM) may be written. The child will be placed on the school's SEN Register and their details will be amended in SIMS. The Individual Provision Map will be a working document and will detail the desired learning outcomes, who will provide the support and the frequency of this support. IPMS will be reviewed as required/at least termly.

Review:

Where children do not make expected progress despite all school-based interventions, the SENDCo and class teacher will consider referral to external agencies. For more complex and higher levels of need the SENDCo will work with staff, parents, and other agencies to begin collating evidence for an FFI Funding Bid or to support an Education, Health and Care Needs Assessment in accordance with CoP 6.63. If children have made sufficient progress so that they no longer need SEND support, they will be taken off the SEN register and the office and parents will be informed.

Supporting Pupils and Families

Spring Bank Primary endeavours to support and involve pupils and their families at all stages in their education. Parents and pupils can find additional information about how we support children with SEND and their families in our SEND Information Report, available on our school website or from the Headteacher. This also contains a link to Leeds LEA Local Offer for SEND. Access arrangements can be made for pupils when sitting national tests through consultation with the SENDCO. Extra transition visits can also be arranged by the pastoral team for children with SEND.

Supporting Pupils at School with Medical Conditions

Pupils with medical conditions are supported within school to ensure that they have full access to education, including school trips and physical education. Staff receive necessary training to support children, and Individual Healthcare Plans are prepared and followed, with support from medical staff where appropriate. Further information can be found in our Medicines and Medical Needs Policy.

Monitoring and Evaluation of SEND

The SENDCo reports annually to the Governors on the progress of all children with SEND and the quality of provision and outcomes for these children is carefully monitored through termly SEND reviews, on-line tracking systems and small-steps assessments and tracking sheets where necessary.

Training and Resources

Support is allocated according to identified needs using available funding (Notional SEND budget and High Needs Top-Up Funding). Staff have access to SEND resources located in the Children's Room.

All staff receive relevant training to support children in school as required, this is co-ordinated by the SENDCo in liaison with external agencies as appropriate.

The SENDCo attends regular network meetings to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Governing Body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

The Headteacher has responsibility for the daily management of all aspects of school's work, including provision for children with SEND and any safeguarding needs.

The SENDCO has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

The office staff, working closely with SLT, have responsibility for the daily management of pupils with medical needs.

Storing and Managing Information

Individual pupil SEND files are kept confidential in a locked filing cabinet in the Children's Room. Copies of Individual Provision Maps (IPMS) are stored on a SEND Google Drive which can only be accessed by teaching staff. Other relevant documents are uploaded onto CPOMS under the SEND category. There is a SEND lever arch file in each classroom where information on individual pupils is

stored and used by teachers and teaching assistants as a working document. This is kept secure in the classroom. When children leave our school to transfer to secondary school or to another primary school, the SENDCo will ensure that SEND files are transferred securely to the receiving school.

Accessibility

Spring Bank Primary has full disabled access and is DDA compliant. For further information, please refer to the school Accessibility Plan.

Complaints

Spring Bank Primary has well established procedures for dealing with parental complaints. Any informal concerns should be discussed with the class teacher or by appointment with the Headteacher or Deputy Headteacher as detailed in the School Prospectus. Further information can be found in our Complaints Policy.

Bullying

At Spring Bank Primary, we strive to establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. Further information about Spring Bank Primary's bullying policy is available in our behaviour policy.

Reviewing the Policy

This policy will be reviewed annually in consultation with the Governing Body, SLT and all staff at Spring Bank Primary School.

Additional, relevant school policies and documents available on our website or via the Headteacher are as follows -

- Accessibility Plan.
- Asthma Policy.
- Behaviour and Anti-bullying Policy.
- Complaints Policy.
- Intimate Care Policy.
- Medicines and Medical Needs Policy.
- SEND Information Report and glossary.

Leeds Local Offer for children with SEND and their families

<https://leedslocaloffer.org.uk/#!/directory>

Approved: February 2024

Review: February 2025