

SEN Policy

Lady Bay Primary School

2025-26



Reviewed by: Nicky Oakes (SENCO)

Date reviewed: January 2026

Date approved:

Signed by Chair of Governors (if appropriate):

Date of next review: January 2027

Special Educational Needs Policy
Lady Bay Primary School

Name of School: Lady Bay Primary School
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Chair of Governors: Deborah White
Head Teacher: Steve Border
SENCO: Nicky Oakes

Lady Bay Primary School values the abilities and achievements of all its children, and is committed to providing every child with the best possible environment for learning. The effectiveness of our policy will be reviewed annually by the SENCO in conjunction with the Head Teacher, and will be shared with staff and approved by Governors to ensure that our current practice and any national developments are reflected in the policy content.

Aims and Objectives

- To ensure that all children have access to a broad, balanced stimulating and creative curriculum.
- To provide all children with a differentiated curriculum appropriate to their needs and abilities, enabling all to achieve success and to reach their potential.
- To ensure that children with SEND are identified and assessed as early as possible and are suitably provided for throughout their time at Lady Bay Primary.
- To ensure that all children with SEND take as full a part as possible in all school activities, so as to encourage and promote self-esteem.
- To work in partnership with parents and to ensure that parents of children with SEND are kept fully informed of their child's progress, provision and attainment.
- To ensure that children with SEND are involved in making decisions affecting their future provision, where practicable.
- To ensure that the whole school community work together to meet the child's needs, building partnerships with parents and extended support networks.
- To meet the requirements of the Children and Families Act 2014 and the Special Educational Needs Code of Practice 2014.

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we will ensure that any child needing support will receive the help required to overcome their difficulties.

Definition of Special Educational Needs

(Adapted from Section 20 of the Children and Families Act, 2014)

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of the educational facilities of the school

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against children with SEND and has due regard for the practice advocated in the Code of Practice (2014). The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The Code of Practice came into force from the 1st September 2014 to accompany new legislation (The Children and Families Act 2014). More details about the reforms, the Code of Practice and support for SEND can be found on the Department for Education's website:

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

Inclusion

This policy recognises the entitlement of all children to a balanced, broad-based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all children with SEND.

Identification, Assessment and Provision

At Lady Bay Primary, we have adopted a whole-school approach to SEND policy and practice. Children identified as having SEND are, as far as is practicable and is beneficial to them, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

Identification

(See the definition of Special Educational Needs at the start of the policy)

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators or who have specific diagnosed needs will be monitored. The methods used are listed below:

- Foundation Stage entry profile assessment
- Parental concern
- Teacher and Teaching Assistant observations and assessments
- Medical reports
- Pre-school transfer records and class teacher records
- Outside agencies e.g. Speech Therapist, Educational Psychologist reports
- Pre-school liaison e.g. local Nursery and Playgroups
- Cohort tracking and use of assessment data
- Termly meetings pupil progress meetings with the Head teacher and class teacher
- B-Squared Online to measure progress
- National Curriculum assessments

When a pupil has been identified as possibly having special educational needs, they will be monitored by staff in order to further assess their level of learning and to identify possible difficulties.

The class teacher will provide adapted learning activities to facilitate academic progression, working to the child's specific learning style. The SENCO will be consulted as needed and additional support may be considered, with interventions organised by the class teacher. The school will discuss with parents the nature of the support and permission will be obtained if required.

These children will be placed on the school's Special Educational Needs Register. Records of interventions, professional visits and advice, parental comments, multi-agency meetings and medical information will be kept securely using CPOMs. Each child will also have a physical file to monitor their learning and provision which will be located in their classroom. The class teacher will record progress and be responsible for the upkeep of these files which will inform future practice and support.

If a pupil is determined as having more complex special educational needs, it may mean that their level of need is such that they receive additional funding and are supported in school by designated teaching assistants.

The Graduated Approach to SEND support

Once a pupil has been identified as having SEND we will take action to remove barriers to learning and put provision in place. This will be delivered through a cycle of assessment, planning, provision and review, known as the graduated response.

Assessment

All teachers are responsible for identifying children with SEND and, in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEND can be identified.

A significant factor for helping define SEND is whether or not a child is making adequate progress as measured by the National Attainment Levels against Age Related Expectations.

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.

Progress will be reviewed regularly 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 and appropriate support. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement, including obtaining a parental consent.

Provision

On entry to the school, or when moving to a new year group, each child's attainment will be assessed and the data passed on to the new teacher. Children will also be assessed by their teacher throughout the year. This will help to inform the school of a child's progress, aptitudes, abilities and attainments and will be used to improve continuity in learning during their time at Lady Bay Primary.

The records provided help the school to design appropriate differentiated learning programs. For children with SEND, the class teacher, with the support of the SENCO if required, will use the records to:

- Provide starting points for an appropriate curriculum and help inform any necessary adaptations
- Assess specific learning difficulties to support possible diagnosis
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach, through setting targets.

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum
- Identification of specific learning targets and provision mapping of interventions to achieve these
- Additional equipment and adaptations to support personalized curriculum activities and tasks
- Periods of withdrawal from the classroom to work in groups or alone with a teaching assistant
- In-class support with adult assistance, either in groups or alone
- Support and advice from outside agency specialists

The class teacher remains responsible for working with the child on a day-to-day basis and retains responsibility, even when interventions may involve group or one-to-one teaching by other professionals, outside of the classroom. Class teachers will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions, linked to class teaching.

Monitoring Children's Progress

Reviews will be undertaken in line with agreed dates, once per term, unless there are circumstances that dictate otherwise. The review process will evaluate the impact and quality of the support and interventions and will include the views of the pupils and their parents or carers. The class teacher will revise the support and outcomes based on the pupil's measured progress and development, making any necessary changes or amendments to support, in consultation with pupil and parents.

Parents will be provided with clear information about the impact of support to enable their involvement in planning the next steps forward.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, parents may apply for and EHCP assessment in conjunction with the school. The process requires detailed analysis of the barriers to learning and the approaches used to lessen those barriers. If an EHCP application is rejected, parents may appeal. If the EHCP is accepted, school and ongoing providers of education for the pupil will abide by the information contained in the plan and will be reviewed annually to ensure the right support is in place and that the educational establishment is the best fit for the pupil involved. In some cases children may transfer to a specialist provision if ICDS (Integrated Children's Disability Services) and parents agree to the request. An EHCP assessment requires a multi-agency approach and all agencies involved will be consulted.

The application for an Education, Health and Care Plan will combine information from a variety of sources including; parents, teachers, SENCO, Social Care and Health professionals.

Education, Health and Care Plans (EHC Plans)

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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 in 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.

Working in partnership with parents

Under the Code of Practice, there is a requirement for local authorities to publish a SEND Local Offer, which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families, both with and without an EHC Plan. The SENCO will assist parents of pupils with SEND to identify appropriate provision that may be available through the Local Offer. They can also signpost parents to the Parent Partnership Service, who may offer specific advice, guidance and support, where required.

Roles and Responsibilities

Headteacher:

- Have regard to the Special Educational Need (SEN) Code of Practice in whole school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings
- Monitor data analysis and report back to governors

Governors:

- Appoint the school SENCO
- Have regard to the SEND Code of Practice in all decisions

- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included
- Appoint a school SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

SENCO:

The SENCO at our school is Nicky Baylis.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers:

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Teaching Assistants:

- Liaise with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with class teachers to write appropriate targets
- Support children to achieve their targets
- Implement strategies to support all learners
- Implement interventions, monitor their impact and feedback to the class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside the SENCO and class teacher to make sure all children's need are met; including physical and care needs

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's

SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

External Agencies:

There may be occasions when advice or assistance is required from other professionals in external agencies. Parents will be fully informed before contact is made with these agencies and a signed parental consent form must be obtained prior to contact.

Services available to parents in our locality include:

- The Healthy Family Team:
<https://www.nottinghamshirehealthcare.nhs.uk/healthy-family-teams>

- Telephone enquiries: 0115 9774238 (answer machine)
Email enquiries: <https://www.nottinghamshire.gov.uk/care/childrens-social-care/family-services>.
- The Early Help Unit/Family Services: 0115 804 1248 or by email at early.help@secure.nottscc.gov.uk (from a secure email address) or https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service_page?id=c8igjR4VJl4
- The Integrated Children's Disability Service (ICDS): 0115 8041275 or at <https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service>
- The Nottinghamshire Safeguarding Body: Tel: 0300 500 80 90 Fax: 01623 483295 www.nottinghamshire.gov.uk/MASH email: <https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/pathway-to-provision/multi-agency-safeguarding-hub-mash>
- CAMHS: 0115 854 2299 / 0115 844 0500

Training and INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with children with SEND. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. In addition, outside agencies are invited to offer advice and training to all staff. As a routine part of the SEND improvement plan, INSET requirements in SEND will be monitored, planned and assessed.

Record Keeping

The school will record the steps taken to meet children's individual needs. The SENCO will oversee these records and ensure that access to them is secure.

Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak with the SENCO, who will try to resolve any difficulties in the first instance. The school's complaints procedure is outlined in the school prospectus.

Monitoring the policy

This policy will be reviewed by Nicky Baylis (SENCO), Suzanne Farrell (School link governor) and Steve Border (Head Teacher) annually. It will also be updated

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SEN Policy

Written: 11.2022

Reviewed: January 2026

when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

This policy has been reviewed and updated in line with the SEND Code of Practice 2014 and the Children and Families Act 2014.

Next review date: January 2026