



Special Educational Needs and Disabilities Policy

September 2024

(Information report available as a separate document)

Contents

1. Aims	1
2. Legislation and guidance	1
3. Definitions.....	2
4. Roles and responsibilities	2
5. SEND information report	3
6. Links with other policies and documents.....	6
7. Monitoring arrangements.....	6
Appendix A. Graduated support provision.....	7

1. Aims

Our Special Educational Need and Disabilities (SEND) policy aims to set out how our school will support and make provision for pupils with special educational needs and disabilities and explain the roles and responsibilities of everyone involved in providing the education for them.

Specific aims of the SEND policy and practice at Stafford Leys include:

- To be an inclusive school.
- To ensure that the culture, practice, management and deployment of resources meet the needs of all pupils with SEND.
- To enable all pupils, including those with SEND, to maximise their achievements and potential.
- To ensure that the needs of pupils with SEND are identified early, assessed, provided for and regularly reviewed.
- To provide high expectations and suitable targets for all children.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum and to play a full part in the life of the school.
- To provide a differentiated curriculum appropriate to individual needs and abilities as required.
- To work in partnership with parents to enable them to make an active contribution to the education of their child, including understanding procedures and practices.
- To ensure that SEND pupils are involved, where practical, in decisions affecting their future provision.

We will achieve these aims by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage;
- Identifying those with special educational needs;
- Ensuring all class teachers are well trained and equipped to support all additional needs;
- Keeping up to date with research and best practice;
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns;
- Building capacity within the school to recognise and support a wide range of need on a day to day basis;
- Promoting children’s self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others;
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

2. Legislation and guidance

Our SEND policy (as well as our separate Information Report) is both written in accordance with;

- The [SEND code of practice: 0 to 25 years](#). This document provides Statutory guidance for schools on how to support children and young people who have special educational needs or disabilities The [SEND Code of Practice](#) makes it clear that education providers have a statutory duty to implement:
- [Equality Act 2010](#)
- The following sections of the [Children and Families Act 2014](#):
 - Co-operating generally: governing body functions: Section 29
 - Children and young people with special educational needs but no EHC plan: Section 29
 - Children with SEN in maintained nurseries and mainstream schools: Section 35
 - Using best endeavours to secure special educational provision: Section 66
 - SEN co-ordinators: Section 67
 - Informing parents and young people: Section 68
 - SEN information report: Section 69
 - Duty to support pupils with medical conditions: Section 100 The Equality Act 2010

In addition, the BERA (best endeavours, reasonable adjustments) framework supports mainstream inclusive provision and practice, it ensures that all children and young people with SEND have the right provision at school and receive an education that values and upholds inclusion.

With the support of these documents the SEND Policy have been written to ensure the approach adopted at Stafford Leys enables all pupils to access a broad and balanced curriculum and that our children are given every opportunity to achieve the highest of standards.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that provided for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Special Educational Needs and Disability Coordinator (SENDCo)

At Stafford Leys, the SENDCo role is shared between Mrs Karren Hardy and Mrs Emma Hughes They can be contacted via the school office on 0116 2392482 or via email to office [@staffordleys.bepschools.org](mailto:office@staffordleys.bepschools.org)

The SENDCo will:

- Work with the headteacher and SEND 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 SEND, including those who have EHC plans;
- Provide professional guidance and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor can be contacted via the school office on 0116 2392482 or via email to office@staffordleys.bepschools.org

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND information report

The Stafford Leys SEND information report can be found on the school website.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

7. Monitoring arrangements

The effectiveness of this policy will be monitored regularly and evaluated at least annually via evidence collected in ways such as:

- Pupil progress reviews;
- Pupil progress data;
- Pupil attainment data;
- Lesson observations
- Learning walks
- Regular monitoring and evaluation by the SENDCo, phase and senior leaders;
- Parent and pupil voice

If concerns regarding policy implementation or effectiveness are identified, appropriate action will be taken.

Following the annual review, this policy will be approved by the Local Governing Body and the Headteacher.

- Written by Karren Hardy
- Endorsed by the Local Governing Body

Date September 2024
Date Autumn Term Meeting

Appendix A

Stafford Leys Community Primary School **SEND Pathway**

Quality First Teaching (QFT)

Every child has access to QFT across the curriculum.

QFT includes, but is not limited to;

- Carefully planned lessons which are underpinned by the NC
- Use of assessment data to understand the strengths and gaps within the class
- Use of specific resources which allow children to understand key concepts

- Elevated expectations of ALL children without any form of prejudice
- Pre-teaching keep up sessions such as 1:1 reading, multiplication work, reviewing work completed during the day etc.
- Individual/paired (which can be mixed ability)/group work within lessons
- Strong communication with parents. Including guidance on supporting at home
- Lessons starting with a revision of the previous lesson's learning
- Questioning and feedback are strong elements within a lesson
- Misconceptions are addressed and planned for
- Using quizzes/formative assessments to check understanding
- Using learning environment such as working walls to support
- Use of an LSA within the classroom
- Following whole school rules and initiatives
- Asking parents to bring children at 8:35 or stay until 3:15 to work with an LSA or the teacher to ensure every minute of the day can be utilised.
- If this leads to expected or increased progress (working within their year group), QFT continues
- If this does not lead to expected or better progress and the child is falling behind, discuss with the phase leader about moving on to Tier 1.

Tier 1 (2-4 weeks)

- Recognise an issue and address through;
- Modify approaches but still apply QFT – further discuss with your phase leader, record on pupil progress review document including successes and ongoing concerns.
- Discuss with parents. Adapted strategies, expectation of support at home and monitoring.
- If it leads to expected progress, return to QFT ensuring to continue to implement strategies that have been successful.
- If it does not lead to expected progress, discuss with phase leader whether moving to tier 2 is appropriate. At this point, you need to be specific about the need and why QFT and additional strategies have not been successful.

Tier 2 (6 weeks)

- Specific needs are highlighted and SENCO informed.
- Initial concerns document to be completed with the support of parents.
- APDR paperwork begins.
- Appropriate standardised testing or specialist assessments could occur here with a focus on the area of need e.g. R, W or M.
- If available, implement an internal key/proven programme or an external bespoke programme.
- Further discussion with parents including specific strategies to support at home.
- Record strategies on the provision map.
- If it leads to expected progress, return to QFT ensuring to continue to implement strategies that have been successful.
- If it does not lead to expected progress or further concerns are identified, discuss with your phase leader whether moving to tier 3 is appropriate. If so, discuss external support and/or adding the child to the SEND record with the SENDCO.

Tier 3

- Child added to the SEND record and the Learning Plan process begins.
- Targets set that reflect areas of need. These should be bespoke and not necessarily, maths, English and other. Where external involvement is provided, targets should relate to the specific needs and strategies highlighted within professional reports.
- External involvement considered – Dyslexia, Educational Psychiatrist, CAMHS, SALT, AOS etc
- If progress is still a concern, consider Top up funding/the EHCP pathway

Tier 4

- Top up funding or EHCP applied for/in place.
- Annual review process begins.