



Elizabeth Woodville
Primary School

Special Educational Needs and Disabilities (SEND) Policy

Status:	Statutory
Designated Committee:	Full Governing
Body Date Approved:	December 2022
Date of Next Review:	December 2023

(This policy is to be reviewed annually or earlier if the model policy is updated)

Striving for Excellence ~~~

Responsible Persons for SEN and disabilities:		
Mr Andrew Pridmore Head Teacher	Mr Stuart Hines SEND Governor	Mrs Sarah Nash Special Educational Needs and Disabilities Coordinator (SENDCo)
NASENDCo Award Status: Achieved by Mrs Sarah Nash, (October 2017)		

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Overview

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been written with reference to the following legislation and guidance:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding policy
- Accessibility policy and plan
- Teachers' Standards (2013)

Every child is entitled to an education which enables them to fulfil their potential and achieve their best.

Aims: What do we want for our pupils with SEN and disability?

We are determined to use our best endeavours to provide a high quality, appropriate education for **ALL** pupils at our school so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition to their next phase of education (keeping in mind the end goal of making a successful transition into adulthood).

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

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

Objectives: How are we going to do this?

To achieve these aims we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND and promote personalised learning.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. 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 pupils.

8. Appoint a qualified Special Educational Needs and Disabilities Coordinator (SENDCo) who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The head teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25

Definitions: What is SEN?

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally 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 made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Identifying Special Educational Needs: the 4 areas of need

Children's **SEN** are generally thought of in the following 4 broad areas of need and support (SEND Code of Practice):

Communication and interaction (e.g. neurodiversity, Autistic Spectrum Disorder)	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.
Cognition and learning (e.g. Dyslexia, moderate learning difficulties)	Pupils with learning difficulties usually learn at a slower pace than their peers.
Social, emotional and mental health, SEMH (e.g. anxiety, depression, adverse childhood experiences-ACEs)	These needs may reflect a wide range of underlying difficulties or disorders. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical needs (e.g. visual or hearing impairment)	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

These areas give an overview of the range of needs to plan for but children may have needs that cut across all these areas, and their needs may change over time. The purpose of identification is to work out how the school can best support a child, not to fit the pupil into a category. At Elizabeth Woodville Primary School, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

These factors are **NOT SEN** but we recognise that they may impact progress and attainment:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Servicewoman/man

Roles and responsibilities

Parents/carers	<p>Parents/carers should inform the school if they have any concerns about their child’s progress or development.</p> <p>Parents or carers of a pupil on the SEND register will 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:</p> <ul style="list-style-type: none"> • Invited to termly meetings to review the provision that is in place for their child • Asked to provide information about the impact of SEND 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 <p>The school will take into account the views of the parent/carer in any decisions made about the pupil.</p>
Pupils	<p>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:</p> <ul style="list-style-type: none"> • Explaining what their strengths and difficulties are • Contributing to setting targets or outcomes • Attending review meetings • Giving feedback on the effectiveness of interventions
SEND Governor will:	<ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing board meetings • Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this • Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

Governors will:	<ul style="list-style-type: none"> • Co-operate with the LA in reviewing the provision that is available locally and developing the local offer • Do all it can to make sure that every pupil with SEND gets the support they need • Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND • Make sure that the school has arrangements in place to support any pupils with medical conditions • Provide access to a broad and balanced curriculum • Have a clear approach to identifying and responding to SEND • Provide an annual report for parents on their child's progress • Record accurately and keep up to date the provision made for pupils with SEND • Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report • Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans • Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out • Determine their approach to using their resources to support the progress of pupils with SEND
The SENDCo will:	<ul style="list-style-type: none"> • 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 to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching • Advise on the graduated approach to providing SEND 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 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

	<ul style="list-style-type: none"> • 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
The headteacher will:	<ul style="list-style-type: none"> • Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school • Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements • Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress • Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils • Make sure that the SENDCO has enough time to carry out their duties • Have an overview of the needs of the current cohort of pupils on the SEND register • Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review • With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development • With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer. • With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
Class teachers are responsible for:	<ul style="list-style-type: none"> • 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 SENDCO to review each pupil's progress and development, and decide on any changes to provision • Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made • Ensuring they follow this SEND policy and the SEND information report • Communicating with parents regularly to: <ul style="list-style-type: none"> ○ 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

Identifying pupils with SEN and assessing their needs

The identification of SEN is built into the overall approach to monitoring the progress and development of **all** pupils. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous

settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and **identify those whose progress:**

- **Is significantly slower than that of their 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**

This may include progress in areas other than attainment, for example, social needs. We use assessment tools such as: Boxall, SDQ, AET (Autism Education Trust) Progression framework and ELSA questionnaires.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Our approach to teaching children with SEND

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. Here at Elizabeth Woodville, we follow a rigorous and regular system, through half termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality adaptive teaching, appropriate differentiation and/or scaffolded in-class support, aimed at closing the gap or raising the attainment. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Formal lesson observations, regular learning walks and book looks help us to monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of SEND.

The class teacher will also talk with parents to gain parental perspective on any emerging concerns and areas of strength and to ensure there is a shared understanding of pupils' needs.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is

required to meet the child's needs, the child will then be placed on the school SEND register at 'SEND Support' (a decision made together by home and school).

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 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's 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.

We can involve specialists at any point for advice regarding early identification and effective support. 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 themselves. 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.

A graduated approach to SEND support



The Graduated Approach

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra adaptive teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in an **Individual Education Plan (IEP)**.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. These are written by the local authority SENA (Special Educational Needs Assessment) team.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

Guidance on the local authority Assessment of SEN and the thresholds required for statutory assessment can be found here:

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

Leicestershire County Council

Search the site

Menu Visit the main council website

Professional Resources

Home > Education and children > Special educational needs and disability > Support for schools

Assessment of SEN (SENA)

The Special Educational Needs Assessment and Commissioning Service (SENA) carry out statutory assessment and review of children and young people who have an EHCP from age 0 – 25.

The service is responsible for writing Education Health and Care Plans (EHCP) if a statutory assessment is agreed, and will commission the identified provision to meet identified needs. The service can provide advice and guidance to families as well as educational settings around statutory duties.

Contact details

- SEN Assessment Service (SENA)
- 0116 305 6600
- senaservice@leics.gov.uk

SEND assessment pathway >
PDF, 156.51 KB

Fair Processing Notice

If a child has an **Education, Health Care (EHC)** plan, an **annual review** meeting will be held where parents, school staff and any appropriate outside agencies meet to discuss the child's progress in the past year and decide whether the outcomes on the EHC are still appropriate. This is sent to the local authority to be reviewed.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals or targets each term
- Reviewing the impact of interventions after 6-8 weeks
- Pupil voice discussions
- Monitoring by the SENDCo (regular learning walks, book looks and informal discussions with teachers, parents and pupils)
- Measuring progress through termly IEP and provision map reviews
- Holding annual reviews for pupils with EHC plans

The Governing Body appoint a SEND Governor who monitors provision and outcomes for children with SEND on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings. The SENDCo presents an update to Governors on an annual basis.

What methods of assessment do we use?

Here are some of the ways we gather information about pupils' needs:

- Assessments of attainment e.g. SATs, standardised tests to give reading ages (SWRT), reading running records, spelling assessments (HAST-2), HFW assessments, phonics and phonological awareness assessments, writing samples)
- British Picture Vocabulary Scale (BPVS) assessment
- Boxall profiling and Strengths and Difficulties Questionnaire (SDQ)
- ELSA questionnaires and pupil feedback
- Sensory behaviour and stress surveys
- Speech, language and communication needs (SLCN) assessments
- GL dyslexia screeners

- Regular discussions with staff, parents and pupils
- Liaison with feeder or previous schools on transfer
- Information from outside agencies or other services

Adaptations to the curriculum and learning environment: additional support for learning

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding, considering the load on working memory etc

Staff are trained to deliver a range of SEND interventions within small groups and at times on a 1:1 basis.

This may include:

- Selected wave 2 interventions (e.g. inference training, social communication groups-Talkabout, Lego-based interventions)
- Selected wave 3 interventions (e.g. Top Triangle reading intervention, Coventry Reading Technique, Precision Teaching)
- A range of strategies and interventions from outside agencies (e.g. EP, SALT, Autism Outreach, Oakfield Behaviour Support Team etc).
- Personalised individual timetables or alternative curriculum timetables
- ELSA (Emotional Literacy Support Assistant) group or 1:1 sessions



Supporting pupils moving between phases of education

The school has well established links with feeder settings/nurseries and secondary schools. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils have an induction session at their new school, there are also dedicated inclusion visits for our SEND pupils.

Expertise and training of staff

We recognise the need to maintain and develop the quality of teaching and provision in SEND and we have funding available to support this professional development. 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 SEND. Training needs of staff are identified through the school's performance management and self-evaluation process.

Furthermore, 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.

Our school operates the following training programmes:

- Specific CPD sessions related to pupils with additional needs and classroom strategies (e.g. attending Oakfield Inclusion Forum and Communication and Interaction surgeries led by Autism Outreach).
- Staff (including teachers, SENDCo and support staff) attend training and disseminate to the rest of the school.
- SENDCo attends SENDCo-Net meetings and SEND conferences to be updated on important national and local initiatives and to provide an opportunity for SEND Coordinator's to share good practice.
- The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

Links with external professional agencies

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, outside agencies or specialist services may be involved. Parental consent is always sought before referrals are made. Advice and resources from professionals are communicated to all staff working with the pupil and to parents.

Whenever necessary, the school will work with external support services such as:

- Speech and language therapists (SALT)
- Specialist teachers or support services
- Educational psychologists (EP)
- Occupational therapists (OT) or physiotherapists
- Hearing Support Team
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services or Early Help
- Autism Outreach teachers and practitioners
- Oakfield Behaviour Support Team

SEND funding and allocation of resources

A primary school receives an additional amount of money to help make special educational provision to meet children's SEND needs. This is called the 'notional SEND budget.' 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. If a student with SEND needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top-up funding.

Some students with an Education, Health and Care (EHC) plans will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to attend our residential trip(s) in year 4, 5 and 6.

All school events are highly inclusive and are accessible to all pupils. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school building, grounds and facilities are fully accessible for all pupils and reasonable adjustments are always made to ensure we meet the needs of disabled pupils.

The school's accessibility plan is available on our website, www.elizabethwoodvilleprimaryschool.co.uk

This plan details our current inclusion priorities, these include:

- Ways in which we are increasing the extent that disabled pupils can participate in our curriculum.

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils

11.1 Admission arrangements

As a maintained school, our admission arrangements are undertaken by Leicestershire Local Authority. In their policy there is a clear criterion for admission and appeal process. The Leicestershire Admission's Policy states that: "The law requires Children with an Education Health and Care Plan (EHCP) that names a school in their plan is allocated the place and is not subject to conditions set out within this policy."

11.2 Accessibility arrangements

At Elizabeth Woodville Primary School, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. This is reflected in our school aims, which state:

- At Elizabeth Woodville Primary School, we work together to provide a supportive and stimulating learning environment, which enables **every child to succeed**.
- We nurture natural curiosity for learning by offering a range of creative learning opportunities, based on the needs of our children, with progress and partnership being key.
- Our passion lies in developing happy, motivated, independent, confident learners who reach their full potential.

Our accessibility plan is published online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Supporting parents/carers of children with SEND

Elizabeth Woodville is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.

- Ensuring that the SENDCo is available for meeting by appointment through the school office or the SENDCo's email address: snash@elizabethwoodvilleprimaryschool.co.uk
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEND information regulations and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEND to set and review the outcomes of support, discuss the activities and support 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 be part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- 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.
- 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.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.
- 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 the school's communication procedures.

Supporting pupil voice

At Elizabeth Woodville we value the contributions that our pupils make and recognise that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills 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:

- Self-knowledge is the first step towards effective self-advocacy so, 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.
- Metacognition and personalised learning approaches are followed throughout the school, encouraging the development of key skills and attitudes.
- Wherever possible and in an age-appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- 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.

Removing pupils from the SEND register

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

Supporting pupils at school with medical conditions

The school recognises 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.

Some may also have special educational needs and disabilities (SEND) and may have a 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 is followed.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

The school's SENDCo, SEND governor and headteacher can be contacted by sending an email for their attention to office@elizabethwoodvilleprimaryschool.co.uk or snash@elizabethwoodvilleprimaryschool.co.uk

The local authority local offer

The Leicestershire Local Offer brings together in one place information about the help and services (health, education and social care) in Leicestershire for children and young people with SEND and their families.

Our contribution to the local offer is available on the school's website at:

<http://www.elizabethwoodvilleprimaryschool.co.uk/send-and-local-offer/48.html>

Our local authority's local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send>

Storing and managing information

All records containing sensitive records 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.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- SEN Information Report
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Policy