Lepton. C. E. Primary Academy

Special Educational Needs (SEN) Policy 2025-26

Review date: September 2026

1. Introduction

At the heart of Lepton Primary Academy is a belief that all children are individuals and should have equal access to a full range of activities through which they can develop and learn. We aim to give all children the opportunity, within a secure and nurturing environment, to achieve their personal best and to become confident learners. We recognise that children make progress at different rates and have different ways in which they learn best. As such, we do not assume that because a child's progress is slow they must necessarily have special educational needs (SEN). We make judgements in each case as to what it is reasonable to expect that particular child to achieve. Children at Lepton will be provided with carefully differentiated learning opportunities to help them make progress. We expect the majority of children to learn and progress within these arrangements.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the Code of Practice, this policy has been co-produced with: Senior Leadership Team (SENCo, Executive Head Teacher, Head of School) and The Governing Body (Mrs. Claire Alford)

2. Contacts

SENCo – Mrs. Katie Daw

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3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

7. To provide a safe, secure and inclusive environment that ensures the needs of all pupils are met.
8. To nurture a positive self-image and self-esteem in all our children.
9. To ensure that all our children have access to a broad and balanced curriculum.
10. To ensure that a child's needs are identified as early as possible in their school career.

4. Identification of SEN

At Lepton we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, 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 the school. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and, together with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

The Code specifies four broad areas of need:
- Communication and Interaction (including Autism Spectrum Condition)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Please see Appendix 1

5. A graduated, Whole School Approach to SEN

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. Regular observations of teaching are carried out by the Senior Leadership Team to ensure that quality first teaching is taking place in the classroom. Pupil progress meetings are held half termly in order to identify any children who are not making the expected progress. The SENCo provides termly CPD during staff meetings in order to allow teachers to fully meet the needs of children with SEN through their quality first teaching.

The school may decide, in collaboration with the parent/carer, to place a child on the SEN register at SEN support.

<u>Procedure: The Graduated Approach</u>

The SEN Code of Practice advocates a graduated response to meeting pupils' needs, based on an Assess, Plan, Do and Review model. Where teachers, pupils and parents decide that a pupil has additional needs, the SENCo is the first to be consulted. The SENCo and teacher will consult with the pupil and parents and make an assessment of any areas of concern and plan the approaches

to be adopted. It is important to stress that the pupil and their parents will be at the centre of this procedure, with the pupil and his/her parents fully involved at each and every stage. The school will then implement the plan and the effectiveness of the support and interventions and their impact on the pupil's progress will then be reviewed termly. As part of the schools graduated approach, the support detailed in paragraph 1 is provided as an integral part of high quality differentiated and personalised teaching, whilst the support in paragraphs 2 and 3 represent more formal SEN support. External agencies can be considered at all stages of the Graduated Approach.

1. Classroom Support: When a teacher feels that a child needs to receive more targeted support within the classroom to simply 'catch up' with his peers, the child will be given Targeted Support This will usually involve adapted small group work, both in class and occasionally in withdrawal groups.

2. SEN Support: Where at the review stage the child's needs are considered to be more significant and it is felt that more sustained support will be necessary, the child will receive SEN Support. This will again usually involve adapted small group work, both in class and in withdrawal groups, but may also include some personalised 1:1 support. Children will have a SEN Plan in place at this stage.

3. My Support Plan/APDR: If, at the review stage, it is felt that advice from external professionals (such as Educational Psychologists or Speech Therapists) is needed, the child will receive more targeted support from those relevant professionals. Children will have a My Support Plan or APDR (Access, Plan, Do, Review document) in place at this stage. Children at this stage may be taken as a case to a Cluster Meeting within Kirklees.

4. Education, Health and Care Plans (see Appendix 3): Where concerns remain, despite sustained intervention, the school will consider requesting an Education, Health and Care Plan ("EHCP"). The EHCP will set out in detail the child's strengths and needs and detail the provision for that child in the areas of education, health and social care.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a My Support Plan/APDR to record outcomes, provision, resource and strategies in place. At every stage of the above graduated approach, the school will ensure delivery of the provision detailed and consult regularly with pupils and parents of the appropriateness of that provision.

6. Criteria for exiting the SEN register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. Termly meetings, held with SENCo, class teacher and parent/carer, that review a child's SEN plan will help form the decision as to whether a child needs to remain on the SEN register.

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

8. Supporting Pupils at School with Medical Conditions

At Lepton Academy we recognise that children and young people 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 and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

9. Monitoring and Evaluation of SEND

Assessment and monitoring of all children's progress attainment is an on-going process and is part of the rigorous cycle of planning, teaching and assessing in place at Lepton. Teachers share their knowledge and information of all children and detailed systems are in place to ensure the effective transfer of children from class to class and movement between Key Stages. When children join Lepton from other schools, the data provided is carefully analysed in order to ensure appropriate provision. The information and records, both internal and external, help the school to design appropriate differentiated learning programmes.

For pupils with identified SEN the SENCo/Class teacher uses the records to:

- provide starting points for an appropriate curriculum
- identify the need for support within the class
- assess any difficulties
- ensure on-going observations/assessments provide regular feedback on achievements and experiences
- plan the next steps
- involve parents in a joint home-school approach.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN
All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 **Core Educational Funding**	Mainstream per pupil funding (AWPU)
Element 2 **Schools Block Funding**	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 **High Needs Top Up**	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated depending on the provision specified within Section F of the EHC. High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

NB: Kirklees are moving to a new Cluster Funding Model to support schools financially with children who sit at SEN Support. The structure of the funding has not yet been released to schools. The existing policy will be updated to reflect these changes when appropriate.

a) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENCO regularly attends bot the LA and Trust's SENCO network meetings in order to keep up to date with local and national issues in SEND.

11. Roles and Responsibilities

- The SEN Governor is Mrs. Claire Alford. They meet with the SENCO termly and monitor the progress of pupils/students with SEN
- The school employs 7 support staff (equivalent of 4 full time). They carry out a range of roles across the school and are line managed by Mrs. R Brook (Head of School). They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs. R. Brook
- The Designated Teacher for children's Emotional, Social and Mental Health is Mrs. R. Brook
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs. R. Brook

12. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored on the school's server. This information includes:

- SEN register
- SEN Plans
- Individual children's records
- Provision Maps

These documents are kept until it is deemed necessary for them to be removed. During transitions to different key stages, this information is passed on and shared with the relevant members of staff.

13. Reviewing the Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Improvement Plan.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

APPENDIX 1

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Additional needs are most likely to be found in some or all of these areas:

- Children with Special Educational Needs
- Children with emotional needs and/or behaviour problems
- Children in need or at risk of harm
- Disabled Children
- Looked After Children
- Children who have English as an Additional Language
- Children who may spend long periods in hospital or out of school
- Gifted and talented children
- Refugee children
- Traveller children

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

APPENDIX 2

The Role of the SENCo: Katie Daw

This role is crucial in the school's SEN provision. The SENCo works with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They are part of the school leadership team or are invited to SLT meetings. The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The key responsibilities of the SENCo include:

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

The Role of the Governing Body

Governing bodies should, with the head teacher, decide the school's general policy and approach to meeting pupils' additional needs for those with and without EHCPs. They must set up appropriate staffing and funding arrangements and oversee the school's work. Through the performance management framework the governors should secure that objectives are set for the head teacher. These should include objectives for leadership, management, pupil achievement and progress, and will also relate to priorities in the school development plan. All these objectives should include SEN.

Mrs. Claire Alford is the SEN Governor who has specific oversight of the school's arrangements and provision for meeting special educational needs.

The governing body will make sure that:

- they are fully involved in developing and monitoring the school's SEN policy
- all governors, especially the SEN governor, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- the quality of SEN provision is continually monitored.

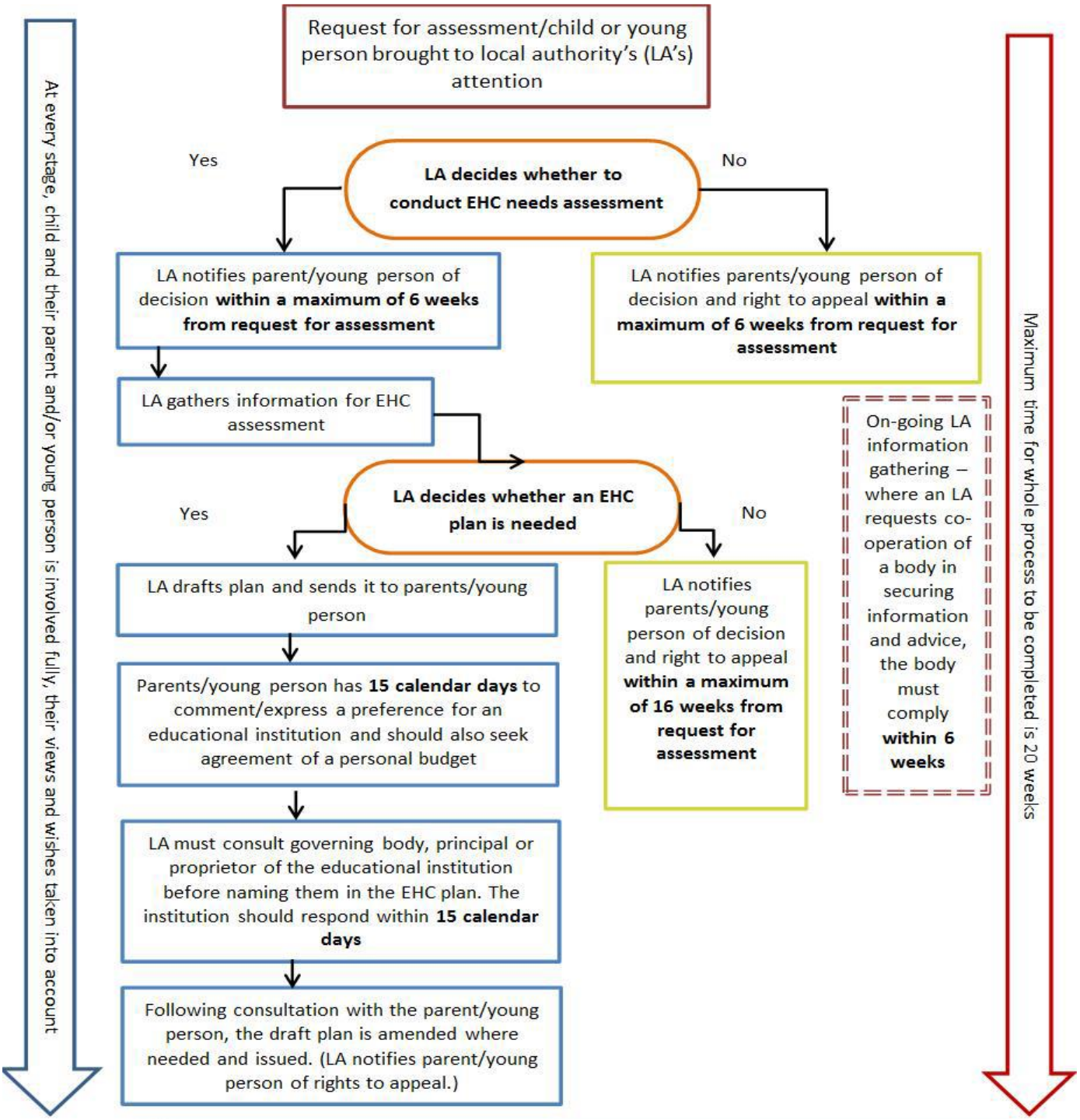
The Role of the Class Teacher

The SEN Code of Practice specifies that class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff and that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The class teacher's responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil
- In collaboration with the SENCo, parent/carer and pupil, develop SEN Plans for pupils with SEN (in EYKS1/2)
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the ANP or provision map
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

The Role of the Headteacher

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision within the school
- Working closely with the SENCo
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Keeping the Governing Body well informed
- Ensuring that all those who are likely to teach a pupil with a statement of special educational needs are told about the EHCP.

Appendix 3 – Statutory timescales for EHC needs assessment and EHC plan development