

Discovering life in all its fullness. John 10:10b

• *Hesed* • *Hamdah* • *Honesty* • *Horizons* •

Lindridge St Lawrence CE Primary School



SEND Policy

Statement of Intent for Supporting Equality

At Lindridge St Lawrence CE Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met. This policy outlines our approach to supporting children with SEND in accordance with relevant legislation and statutory guidance, including:

- **The Equality Act 2010**
- **The Children and Families Act 2014**
- **The SEND Regulations 2014**
- **The SEND Code of Practice (2015)**
- **Teachers' Standards (Revised 2021)**
- **Initial Teacher Training and Early Career (ITTECF) Framework (2024)**
- **The Early Years Foundation Stage (EYFS) Framework**
- **The National Curriculum in England Key Stage 1 and 2**
- **Pre-Key Stage 1 Standards (Revised 2024)**
- **Pre-Key Stage 2 Standards (Revised 2022)**

Approved by:

Date:

Last reviewed on: 25.03.2025

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1. Aims

Our SEND policy and information report aims to:

- create an environment that meets the special educational needs of each child;
- Identify and support pupils with SEND as early as possible.
- Promote independence, resilience, and high aspirations for all pupils.
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

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 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.

The **SEND Code of Practice (2015)** identifies four broad areas of need:

- **Communication and Interaction** (e.g., speech, language, social communication difficulties).
- **Cognition and Learning** (e.g., dyslexia, dyspraxia, moderate learning difficulties).

- **Social, Emotional and Mental Health Difficulties** (e.g., anxiety, ADHD, attachment disorders).
- **Sensory and/or Physical Needs** (e.g., visual impairments, hearing loss, physical disabilities).

4. Roles and responsibilities

4.1 The SENDCO

SENCO: Megan Murphy

As the SENDCo she will:

- Work with the 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 provisions made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues 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 governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

Ross Gillard is the SEND Governor, and he will:

- 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 head teacher and the SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

Mrs Amanda Greenow-Langford is the head teacher and she will:

- Work with the SENDCO and the SEND governor to determine the strategic development of the SEND policy and provision 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

In line with the **Teachers' Standards (Revised 2021)**.

Teaching Assistants (TAs):

Provide targeted interventions and additional support.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs

5.2 Identifying pupils with SEND and assessing their needs

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.

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

We use a **graduated approach** to identify and support pupils with SEND:

- **Assess:** Teachers regularly assess pupil progress and identify those who may need additional support.
- **Plan:** Individual support plans (e.g., SEND Support Plans) are developed in collaboration with parents and the pupil.
- **Do:** Appropriate interventions and adjustments are implemented.
- **Review:** The impact of support is regularly reviewed, and next steps are planned.

If a pupil requires significant support beyond what the school can provide, an **Education, Health, and Care Plan (EHCP)** may be requested.

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 and 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
- The assessment will be reviewed regularly

All teachers and support staff who work with the pupils 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.

5.3 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 consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.
- Regular meetings with parents and carers to discuss progress and concerns.
- Access to external support services (e.g., Educational Psychologists, Speech and Language Therapists).
- Transition support when moving between year groups or to secondary education.

5.4 Assessing and reviewing pupils' progress towards outcomes

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5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be particularly challenging for pupils with SEND. To support smooth transitions, we implement the following measures:

- **Early Years to Reception:** Home visits, transition meetings with nurseries, and phased induction sessions, in line with the **EYFS Framework**.
- **Year-to-Year Transitions:** Information sharing between teachers, transition booklets, and additional visits to new classrooms. IPM targets are set by the previous teacher so interventions can continue from the start of the next academic year.
- **Primary to Secondary Transition:**
 - Liaison with secondary school SENCOs to share key information.
 - Extra transition visits for SEND pupils.
 - Social stories and visual supports for pupils who need additional reassurance.
 - Opportunities for parents and carers to meet the new school's SEND team.
- **Mid-Year Transitions:** When a child joins mid-year, we ensure an initial assessment, buddy system, and close monitoring to support integration.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions where required;

1:1 support, small group interventions, in-class support

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating 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, etc.

5.8 Additional support for learning

Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure staff at all levels have the required knowledge, skills and understanding to effectively support children with SEND.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapist (SALT)
- Umbrella Pathway
- Autism Complex Communication Needs (CNN) team

- Learning Support team (LST)
- Behaviour Support Team (BST)
- Health services including GPs, CAMHS, Clinical psychologists, pediatricians, occupational therapists.
- Children's services including; Early Help teams, social workers, educational psychologists and specialist advisory teachers.

5.9 Expertise and training of staff

The SENDCO Mrs Megan Murphy is a qualified teacher (QTS) and has a BA(Hons) in Special Educational Needs, Disability and Inclusion Studies. Mrs Murphy is in the process of completing National Professional Qualification in SENDCO (NPQSENDCO).

The SENDCO/Head teacher is responsible for SEND provision at Lindridge St Lawrence CE Primary School working closely with staff and the governing body.

Mr Ross Gillard is the SEND Governor who will maintain strategic oversight and ensure that the school is meeting its statutory duties in relation to SEND.

The SENDCO/Headteacher will ensure that staff at all levels receive appropriate training in a timely manner in order to effectively meet the needs of all pupils at the school.

The SENDCO provides a termly report to Governors in relation to SEND through sub-committees.

5.10 Securing equipment and facilities

The Head teacher/SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).

The Head teacher/SENDCO informs the governing body of how the funding will be allocated to support special educational needs, the rationale for this spending and the intended impact.

The Head teacher/SENDCO and SEND governor meet regularly to agree on how to use funds directly related to EHC Plans and review outcomes for pupils.

5.11 Evaluating the effectiveness of SEND provision

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

To ensure high-quality SEND provision, we implement the following quality assurance processes:

- **Regular Monitoring and Evaluation:** SEND provision is reviewed through lesson observations, work scrutiny, and data analysis.
- **Intervention Monitoring:** Reviewing the impact of interventions after 6 weeks or half termly
- **Annual SEND Review:** A full review of SEND policies and procedures is conducted yearly by the SENCO and the Senior Leadership Team (SLT).
- **Pupil Progress Meetings:** Termly meetings between teachers, SENCO, and SLT to track the progress of SEND pupils and adjust interventions accordingly.
- **Parent and Pupil Feedback:** Regular consultations with parents and pupils to ensure support meets their needs and expectations.
- **Staff Training:** Ongoing professional development ensures all staff are equipped with the necessary skills to support SEND pupils effectively.
- **External Audits:** Where appropriate, the school engages external professionals to assess and provide recommendations on SEND provision.
- **EHCP Reviews:** Holding Annual Reviews for Pupils with EHCP's and invite external agencies involved with the child.
- **Monitoring Progress:** Using provision maps to measure progress and reviewing targets regularly.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher/SENDCO reports the outcome of the review to the full governing body.

5.12 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 go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be a Sports Leaders and/or Peer Mentor.
- Pupils are actively encouraged to take part in after school clubs and enrichment activities
- We have a zero-tolerance approach to bullying.
- Whole school approach to emotional regulation using The Zones of Regulation
- Enrichment/alternative curriculum opportunities
- Dedicated 'Nurture' Teaching Assistants and intervention 'Talk About' program
- Family Support Worker and Emotional Literacy Support Assistant (ELSA)
- Clear expectations outlined in our Behaviour Policy (Ready, Respectful, Safe)
- Supportive PSHE Program 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

5.14 SATs Access Arrangements

We ensure that pupils with SEND receive appropriate access arrangements for **Statutory Assessment Tests (SATs)** to enable them to demonstrate their abilities effectively. These may include:

- **Extra Time:** Pupils with specific learning difficulties may be granted additional time.
- **Readers:** Pupils with significant reading difficulties may have a reader for certain assessments.
- **Scribes:** A scribe may be provided for pupils with handwriting difficulties or motor impairments.
- **Use of Word Processors or Assistive Technology:** Where appropriate, pupils may use a laptop or other assistive technology.
- **Modified Test Papers:** Large print, braille, or simplified language papers can be provided.
- **Rest Breaks:** Pupils who need additional time to manage concentration or medical conditions may take supervised breaks.
- **Separate Room:** Some pupils may take their tests in a quieter, less distracting environment.
- **Support for Anxiety:** Additional emotional support before and during assessments to reduce stress.

All access arrangements are determined in line with **guidance from the Standards and Testing Agency (STA)** and are based on **normal classroom practice**. They are planned in advance and discussed with parents and pupils.

5.15 Working with other agencies

In addition to the agencies listed in 5.8 we also work with;

- Mentor link
- Early Intervention Family Support Worker [Wendy Poutney]
- Barnardos
- Worcestershire Young Carers

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the head teacher 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

5.16 Contact details of support services for parents of pupils with SEND

<http://www.worcestershire.gov.uk/SEND>

You can contact Worcestershire County Council Special Educational Needs and Disabilities Information, Advice and Support Service through the methods below:

SEND Information, Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB

Telephone: [01905 768153](tel:01905768153)

Email: SENDiass@worcestershire.gov.uk

Office opening hours are Monday to Friday from 8.30am to 4.00pm

5.17 Contact details for raising concerns

SENDco - sendco@lindridge.worcs.sch.uk

Headteacher – head@lindridge.worcs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is published here:

[Keeping Children Safe in Education - 2022 \(lindridgeschool.com\)](https://www.lindridgeschool.com/Keeping-Children-Safe-in-Education-2022)

Our local authority's local offer is published here: [SEND Local Offer | Worcestershire County Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and the Headteacher every year. It will also be updated if any changes to the information or changes to national/local legislation are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

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