

We believe that every child has the right to access a broad and balanced curriculum and ensure commitment to inclusion for all. We have high expectations for all children and seek to support children and families to make the most of every learning opportunity.

Children may have SEND throughout, or at any time during their journey through school. The provision we provide enables every child to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

### **Aims**

- To identify pupils with special educational needs as early as possible;
- To provide, where possible, an environment that meets specific needs; where every child, irrespective of their needs, feels valued and respected;
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- To place resources accurately and equitably through planned assessment of need;
- To enable pupils to develop confidence and self-esteem; and recognise and value the significance of their own contributions and achievements in their learning;
- To encourage children to be fully involved in their learning;
- To ensure everyone in school is kept fully informed and engaged in effective communication about specific needs for individuals with SEND;
- To ensure every child has an equal opportunity to participate in all aspects of school life, irrespective of, gender, religion or belief or special need;
- To ensure all staff keep up to date with relevant information and have adequate CPD to support children with SEND;
- To establish good home-school communication and to involve pupils and parents, wherever possible, in planning, target setting and evaluating their learning;
- To work alongside all agencies and professionals involved in delivery of SEND support;
- To establish effective communication with schools and nurseries to ensure carefully planned and supported transition for children entering and leaving our school.

### **Roles and responsibilities**

At Levens CE School the provision for pupils with special educational needs is the responsibility of all class teachers. Our SEND lead, Helen Haslam, has overall responsibility together with the Headteacher (Jane Farraday) to ensure school meets its statutory obligations and for the day-to-day operation of the SEND policy.

These responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- To monitor SEND provision;
- To liaise with class teachers and teaching assistants in the identification and monitoring of pupils with SEND;
- To support and advise staff when they are updating special educational provision logs;
- To monitor progress and provide targeted support to individuals;
- To ensure that all interventions are highly evidence-based and measure progress clearly;
- To oversee the records of all children in school with SEND;
- To update the SEND register regularly;
- To liaise with parents and external agencies;
- To contribute and coordinate SEND CPD of staff in school;
- To work alongside the SEND Governor and produce written reports for governors;

- Attending meetings with multi-agencies for children with SEND including TAC and annual reviews for children with EHCPs.

Parents of pupils who have an open Early Help will receive invitations to TAC/TAF meetings every 6-8 weeks. These will be coordinated by the EH lead, will usually take place after school either in person or via TEAMS. These meetings usually take up to 45 minutes.

Parents of pupils who have an EHCP will be invited to their Annual Review which will usually take place in the summer term (twice yearly for pupils in EYFS). Again, these meetings can take place in person or via TEAMS but are usually a little longer and are always co-ordinated by the SEND lead. In both cases, we aim to give good notice to parents and carers ahead of meetings and arrange for relevant external professionals and agencies to attend.

Class teachers are responsible for:

- Regularly assessing abilities and progress in their class;
- Providing adequate support across the curriculum;
- Planning for pupils' full participation in learning, and in physical and practical activities;
- Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning;
- Providing high quality teaching on a daily basis which incorporates quality first teaching strategies;
- Where relevant, supporting and directing the work of teaching assistants supporting children with additional needs in their class;
- Differentiating the curriculum appropriately;
- Updating pupil SEP logs termly;
- Implementing specific actions, strategies and provisions on SEP logs and reviewing and evaluating impact;
- Updating one-page profiles for pupils alongside the SEND lead;
- Creating and reviewing bespoke timetables for children with EHCPs in order to meet requirements of EHCP outcomes;
- Supporting the SEND lead with relevant documents in preparation for review meetings and diagnostic assessments or referrals;
- Working closely alongside parents and carers; and external professionals where relevant.

## **Inclusion**

We recognise that pupils have different educational and behavioural needs and aspirations, require different strategies for learning, learn at different rates and require a range of different teaching strategies and experiences. We have high aspirations and set challenging but realistic targets for all children, tracking their progress towards these goals. We also promote positive outcomes in the wider areas of personal and social development through the wider curriculum and school life. Further information can be found in our Accessibility Plan also published on our website.

## **Assessment, Identification and Review**

The progress made by all pupils is regularly monitored and reviewed. We do not identify pupils as having SEND unless they are receiving additional to, or different from, provision from the differentiated approach in the classroom, or have a medical or educational diagnosis.

At Levens, the assessment of progress and attainment is an on-going process. Formal termly assessments are undertaken in English and maths and a thorough analysis of data is undertaken by the class teacher, head teacher and support staff through pupil progress meetings. This enables early identification of needs and immediate and effective intervention.

The New Code of Practice defines a child as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which interferes with their ability to learn or access facilities in the same way most other children do;
- learns at a significantly different rate from their peers.

Children and young people may be identified as having needs in one or more of the following areas;

1. communication and interaction;
2. cognition and learning;
3. social, emotional and mental health;
4. sensory and/or physical needs.

Where a child has been identified as requiring intervention in order to support their needs in any of the four broad areas stated above, programmes will be carefully selected and implemented. These are highly evidence-based interventions and clearly demonstrate progress.

### **SEND register**

Where a specific need has been identified, a SEP log and one-page profile will be written by the SEND lead and class teacher and reviewed and updated termly. Learning tasks will clearly identify outcomes and will build in regular opportunities for review.

Where specialist support is requested additional assessments may be undertaken and any advice received will be included in the SEP log.

### **EHCP**

Pupils with an EHCP will, in addition to the on-going review of their progress and specific support through their SEP log and one-page profile, be reviewed annually.

### **Transfer of pupils with SEND**

The SEND lead, head teacher and class teachers liaise with feeder nurseries, schools and secondary schools to ensure that effective arrangements are in place to support students before and at the time of transfer; and that all relevant information is shared.

### **Allocation of resources**

The head teacher and the SEND lead keep the governing body informed of the SEND funding and how it is used. The effectiveness and impact of resources for SEND is monitored as part of the ongoing process of self-evaluation in school.

### **Access to the curriculum**

Most children will have their needs met through quality first teaching in the classroom. Teachers use a range of strategies to meet individual needs within the classroom setting. Lessons have clear objectives, work is differentiated appropriately and learning is organised in different ways. Teaching assistants are deployed to support individuals or groups depending on needs. Assessment is used to inform next steps for learning.

## **Links with other agencies**

If a pupil continues to make less than expected progress, despite the targeted intervention and support offered in school it may be necessary to ask for specialist support from outside agencies. This will be arranged by the SEND lead and parents will be kept fully informed of any involvement from other agencies.

These may include:

- School nursing service;
- Educational psychologist;
- Specialist teachers – autism, Speech and language, behavioural support;
- Child and adolescent mental health services (CAMHS);
- Therapists;
- Action for children;
- Barnardo's.

## **Partnership with parents/carers**

We work closely with parents/carers throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty. Families who have a child on the SEND register are met on a termly basis to review their child's progress.

## **Complaints**

The school's complaints procedure is published on the school website.

## **Success Criteria**

- 1) There is an effective system for identifying, assessing and monitoring children with special educational needs.
- 2) Any intervention which takes place in school is highly evidence based and measures progress from pupil's starting points.
- 3) Well defined, realistic and achievable targets are drawn up as part of the child's SEP log.
- 4) Learning tasks are differentiated to match individual learning styles and abilities. These build on strengths and experiences.
- 5) Attainment is reviewed regularly in order to recognise achievement.
- 6) Children have access to support appropriate to their needs (subject to availability of resources).
- 7) Resources are targeted accurately and equitably through planned assessment of need.
- 8) The greatest possible degree of partnership between parents, child, school, LA and external agencies has been promoted and facilitated.
- 9) Every child is accepted and their contribution to the school is valued.
- 10) All staff, parents and governors understand the SEND policy. Its implementation is monitored and regularly reviewed.

## **Policy Review**

This policy was approved by the Governing Body in September 2025

Signed: S Bishop

This policy is due for review in Autumn 2026