

SEN policy & SEN Information Report

Ledbury Primary School



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Ledbury Primary School is an inclusive school, and we aim to ensure that every child is offered the opportunity to achieve their full potential. We believe that all pupils are entitled to a broad and wide-ranging curriculum that enables them to achieve their best, and become confident individuals living fulfilled lives.

Therefore, we ensure that each student:

- Receives the support that they need to meet their social, emotional and educational needs;
- Engages in the activities of the school alongside other students.

We aim to achieve this by:

- Setting high expectations and ambitious targets for all;
- Ensuring that there is high quality classroom teaching, differentiated to meet the needs of groups of students and individuals, enabling them to meet their targets;
- Providing comprehensive and regular training and guidance for teachers and teaching assistants;
- Regular and rigorous monitoring of attainment , which will identify those students not making expected progress;
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate;
- Effective identification of individual pupils' barriers to learning, through observations, Pupil Progress Meetings and specific assessment;
- Effective programs of intervention, aimed at overcoming barriers to learning and thereby restoring expected progress.

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 SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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

Learners fall behind in schools for many reasons. They may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all. There may be a whole range of external factors that distract them from their learning. At Ledbury Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will always intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kate Mason. She can be contacted on 01531 632790 or kmason@ledbury.hereford.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment continually, 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, emotional and mental health needs.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has a special educational need (SEN).

Slow progress and attainment do not necessarily mean that a pupil has a special educational need. Equally, it should not be assumed that attainment in line with chronological age means that there is no special educational need.

Short term learning difficulties and wider mental health problems can be caused by Adverse Childhood Events (ACEs) such as bereavement. Such events will not always lead to children having SEN; although where difficulties are persistent the school will consider whether the pupil will benefit from being assessed for SEN.

Difficulties related solely to limitations in English as an additional language are not SEN.

5.3 Consulting and involving pupils and parents

We will have a discussion with the pupil and their parents when identifying whether they need special educational provision as soon as possible. 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' views
- 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 SEN support.

5.4 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 teacher will work with the SENCO to identify the pupil's specific 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

The assessment will be reviewed regularly. Each child on the SEN register will have an Individual Learning Plan (ILP) this will set out their targets, the provision they receive in order to meet these targets and record their progress. These ILPs will be shared with parents every term at Parent Consultation Meetings.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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. Where possible we will have a transition meeting with parents, teachers from both the current and proposed school and any external professionals involved with the child. This enables us to share information clearly and identify strategies that work well for a child and should be continued as they move on to their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of targeted interventions across all four broad areas of need and involve external agencies where appropriate to seek additional advice.

For all Speech and Language difficulties we refer the pupil to our in-house Speech and Language Therapist who works with our school on a part-time basis.

5.7 Adaptations to the curriculum and learning environment

Ledbury Primary School is a fully accessible site for young people who are wheelchair users and has facility for supporting personal care and medical needs. We are truly inclusive and adapt the curriculum and the learning environment to meet the child's needs. Please see our accessibility policy for more information. Our aim is for all pupils, including those with disabilities to participate in the curriculum fully.

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, walking aids, wheelchairs 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

We have many teaching assistants who are trained to deliver interventions; this could be on a 1:1 basis, or in small groups.

The school will work closely with the Local Authority and other providers and may commission specialist services directly. Such specialist services include, but are not limited to:

Educational psychologist;

Child and Adolescent Mental Health Services (CAMHS);

Specialist teachers with a specific SEN qualification for pupils with; impairments, such as visual or hearing;

Therapists (physio, occupational and speech & language).

Behaviour Support Team.

5.9 Expertise and training of staff

Our SENCO has 12 years' experience in this role and has worked as a Class Teacher prior to this for 7 years. She has a Psychology degree, a PGCE, an spLD level 5 qualification in Dyslexia and has completed the National Award for SENCOs. She is also a qualified Mental Health First Aider.

She is allocated four days a week to manage SEN provision.

We have a team of teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards the targets on their ILPs each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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 trips.

All pupils are encouraged to take part in sports day, school plays, class assemblies and the school carnival.

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

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

We are a fully accessible school enabling disabled pupils to take advantage of the education, services and facilities we provide.

Our school accessibility plan can be found [here](#) and demonstrates how we:

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

5.13 Support for improving emotional and social development

We have a strong pastoral team to support pupils to improve their emotional and social development. We have a School Counsellor, and three members of staff trained by the Nurture Group Network.

- All our staff have had training on attachment.
- All our staff understands the need for a whole school nurturing approach.
- Pupils with SEN are encouraged to be active and engaged learners alongside their peers.
- We have a Well-being Manager – Carol Merryman who works three days a week and is available for when children would like to talk.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We readily work with other agencies where appropriate to support our young people, these may include Social Care, NHS, Local Authority services (eg Hearing Impairment Team, Behaviour Team), Educational Psychologists etc

5.15 Complaints about SEN provision

Complaints about SEN 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 SEN

SENDIAS is an impartial support service for SEN children in Herefordshire and their families.

https://www.herefordshire.gov.uk/download/downloads/id/3365/sendias_-_a_guide_to_our_service.pdf

5.17 Contact details for raising concerns

To raise a concern, please contact Kate Mason on 01531 632790 or kmason@ledbury.hereford.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is published on our website and can be found [here](#).

Our local authority's local offer is published [here](#).

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **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.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Local Offer