



Special Educational Needs and Disabilities (SEND) Policy

Policy Agreed: 21st May 2024, Reviewed March 2025, Due for Review: Summer 2026

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: The Special Educational Needs and Disability Regulations 2014. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015
- Ofsted 2019 School Inspection Handbook
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

The staff at Alwoodley Primary School are committed to the inclusion of and high expectations for all pupils, including those with SEND. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable and aspirational learning challenges for every pupil

Aims and Objectives of this Policy

The aims of our SEND policy in this school are:

- To provide curriculum access for all
- To secure elevated levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain elevated levels of active involvement from pupils, parent, and carers
- All staff are responsible for the early identification, assessment, monitoring, teaching, and inclusion of pupils with SEND as an integral part of raising standards
- To carefully consider provision for disadvantaged learners including those with SEND, to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a prominent level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definitions

Special educational needs

A pupil has SEND 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 provided for others of the same age in mainstream schools

Special educational provision

'Special educational provision is educational or training provision that is "additional to" or "different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEND Code of Practice (2015)

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 SEND

In order to meet the needs of children with Special Educational Needs (SEND), it is imperative that identification occurs as early as possible. This process commences with a thorough analysis of data, encompassing entry profiles, Foundation Stage Profile scores, and overall pupil progress data across the school. Additionally, scrutiny of pre-existing interventions and their outcomes is vital, alongside ongoing classroom-based assessments and monitoring arrangements, which implement a continuous cycle of planning, action, and review. Addressing parental concerns is also a crucial aspect of this identification process. We track individual progress meticulously over time and liaise with feeder nurseries during transition, as well as gather pertinent information from previous schools and external services. Maintaining a comprehensive register of vulnerable learners identifies pupils receiving additional SEND support through the school's devolved budget or High Needs funding, with updates occurring termly during Pupil Progress meetings involving the Head Teacher, teachers, and the SENDCO. Where necessary, more in-depth assessments, including bilingual evaluations, may be undertaken, and external agencies may be consulted when significant special educational needs are suspected.

At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what adjustments may need to be made. Sometimes external agencies such as the Leeds Learning Inclusion Service Complex Needs team, the Educational Psychology Service, Speech, and Language Therapy may assist in making recommendations for provision. Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND in one or more of the 4 'broad areas of need'; defined in the Code of Practice:

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	
Communication and interaction	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression, or an eating disorder</p> <p>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <p>Suffered adverse childhood experiences</p> <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities provided.</p> <p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

If it is thought that non-SEND factors such as attendance, punctuality, health, or social difficulties are the reason for low attainment and progress, School offers support through our inclusion team. It should also be noted that persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND. Assessments will be made to determine if there are causal factors such as undiagnosed learning, communication, or mental health difficulties and through consultation with parents, provision will be established. If it is thought that factors such as housing, family or other domestic circumstances may be affecting behaviours, a multi-agency approach, such as an Early Help Plan may be appropriate. The four broad areas of need above give an overview of the range of needs that staff plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category. When identifying SEND, Alwoodley Primary School considers the needs of the whole child, not just the SEND of the pupil.

Graduated Approach

Universal Provision:

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All children with Special Educational Needs will be included on a Special Educational Needs (SEND) register which outlines and monitors all additional intervention across the school. The SEND Register enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively o Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Curriculum Access and Provision for vulnerable learners including those with SEND.

At Alwoodley, we are committed to addressing the needs of underachieving pupils and those identified as having special educational needs (SEND). We adopt a multi-faceted approach to ensure equitable access to the curriculum, including differentiated work as part of quality first teaching, targeted class support, and pre-teaching strategies. Additional provisions such as bilingual support, further differentiation of resources, and tailored interventions as part of our SEND support framework are implemented. We also facilitate small group learning and provide individual support where necessary, alongside establishing homework clubs and maintaining Individual Provision Maps (IPMs) to monitor progress effectively.

Individual Provision Maps

At Alwoodley, we firmly believe that all teachers are teachers of children who have Special Educational Needs (SEND). We are committed to adopting a graduated approach that recognises the continuum of special educational needs, ensuring that we attend to the diverse requirements of each child. We will meticulously record the steps taken to cater to the individual needs of each pupil. It is the responsibility of the class teacher to develop an Individual Provision Map for every child on the Special Educational Needs and Disabilities (SEND) register within their class. In collaboration with the Special Educational Needs Coordinator (SENDCo), the class teacher will determine the necessary actions to facilitate the child's progress based on earlier assessments.

These actions may include the provision of differentiated learning materials or specialised equipment, targeted or individual support, staff development and training to implement effective strategies, and access to Local Education Authority (LEA) support services for occasional advice on strategies or equipment. The Individual Provision Map will outline the specific teaching strategies to be utilised, the provisions to be established, the timeline for review, and the documented outcomes upon review. The Individual Provision Map will undergo a formal review by the class teacher and parents at least twice a year, with the child's involvement encouraged wherever possible. Should existing strategies fail to achieve the expected progress, we will engage specialist services to reassess and advise, always in consultation with the child's parents and frequently in discussion with the SENDCo. The recommendations from these services will subsequently inform future Individual Provision Maps.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners are paramount in ensuring that their needs are met adequately. This process involves a combination of strategies, including classroom observations by the SENDCo and senior leaders, alongside ongoing assessments of progress made by intervention groups. We conduct work sampling and thorough scrutiny of planning, complemented by teacher meetings with the SENDCo and informal feedback from all staff. Pupil progress is systematically tracked using assessment data. Attendance records are also reviewed, with regular meetings between the SENDCo, the Head Teacher and pastoral staff ensuring a consistent approach. Reports to parents and governors, alongside monitoring of IPMs, show our commitment to evaluating the impact of our provisions on pupils' progress.

Additional SEND Provision

At Alwoodley, we are committed to ensuring that pupils with Special Educational Needs (SEND) receive support tailored to their individual requirements. Additional SEND support will be provided when a pupil's needs are deemed to necessitate intervention that is "additional to" or "different from" the well-differentiated curriculum offered to all students, as stipulated by the SEND Code of Practice 2015.

It is important to note that pupils who are underachieving or those with English as an Additional Language (EAL), without identified SEND, will not be included in the additional SEND support register. Interventions for students on the SEND register will be documented and tracked. In cases where a pupil exhibits significant, severe, and sustained needs, we may initiate a multidisciplinary assessment process involving health and social care professionals to explore the potential requirement for an Education, Health and Care Plan (EHCP).

Criteria for exiting the SEN register

Where pupil support and interventions are successful in allowing the child to make the necessary progress and when further interventions are not deemed necessary, a child is removed from the SEND register and his/her needs are met through quality first teaching (QFT) any specific interventions.

Education, Health, and Care Plan (EHCP)

On very rare occasions, where a pupil has a significant, severe and/or sustained need, it may be necessary to initiate a multi-disciplinary assessment process alongside health and social care to evaluate the necessity of an Education Health and Care Plan (EHCP). Pupils who are designated as having an EHCP will have access to all provisions outlined in our Graduated Approach. Additionally, these pupils will partake in an Annual Review of their plan to ensure their needs are continually met. Alwoodley will adhere to all local arrangements and procedures when seeking High Needs Block Funding in conjunction with an EHCP. An EHCP will confirm that all necessary requirements for an application have been fulfilled through proactive and ambitious additional SEND support, utilising our devolved budget at earlier stages. Our review protocols are fully compliant with the Special Educational Needs Code of Practice, particularly regarding the timescales outlined within the process.

Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents and outside agencies for other flexible arrangements to be made. This may consist of, but is not limited to, children having access to quiet workstation areas within the classroom or regular breaks out of class where needed.

Links with external professional agencies

Alwoodley Primary School invites and seeks advice and support from external agencies in the identification, assessment of and provision for SEND. A referral to an outside agency is made by the SENCO, once parent/carers

have been informed and their views sought. Pupil records will be looked at to establish which strategies have already been employed and which targets have previously been set. The outside agencies may act in an advisory capacity, or they may be involved in working directly with the pupil. The agencies we may seek support from include

- Educational Psychologists
- Leeds SENSAP
- Speech & Language Therapists
- Occupational Therapist
- Child Protection advisors
- Social Services
- CAMHS
- Adoptive Parent Support
- Sensory Impairment Team
- Leeds SENIT Team – Early Years Team, Cognition and Learning Team and the Inclusion Team
- Occupational Therapists Physiotherapists
- Alwoodley Cluster Partnership encompassing: Family support workers and Child therapeutic services
- Northeast Area Inclusion Partnership
- STARS Team
- Social Services (SESCO is also a member of the Safeguarding Team)

Partnerships Parents and Families

At Alwoodley, we are committed to fostering a collaborative partnership with parents and carers of children with Special Educational Needs and Disabilities (SEND). We aim to achieve this through effective collaboration with all agencies involved in supporting both children and their families. We actively encourage parents and carers to engage as valued participants in their child's educational journey, ensuring they feel welcomed and involved.

We invite parents and carers to share any concerns they may have regarding their child's difficulties or additional needs that require addressing. By empowering them to voice such concerns, we instil confidence that we will listen attentively and respond appropriately. Our approach emphasises recognising each child's strengths alongside their areas of additional need.

We provide opportunities for meaningful discussions with parents and carers regarding strategies that can assist their child's development. Together, we agree upon potential targets for all pupils, particularly those who are not making expected progress, and involve parents in the formulation and monitoring of these objectives.

We remain committed to keeping parents informed throughout the assessment and decision-making processes, offering guidance and support. Additionally, we ensure that families are aware of the Leeds SEND Information Support and Advice Service and provide all communications in an accessible format, accommodating those with English as an Additional Language when needed.

Local Offer

Information for families regarding the Leeds Local Offer for SEND can be found by clicking on this link or typing it into your address bar: <https://leedslocaloffer.org.uk/#!/directory>

Supporting this, School has a statutory requirement to provide a SEND Information Report, describing the provision we make for pupils with SEND and this can be found on our website in the 'SEND' section.

Parent Partnership Services

Parent Partnership Services, now known as Leeds Special Educational Need and Disability Information Advice Support Service (SENDIASS), can provide information, advice and guidance on SEND and can provide an independent parental supporter for all parents who need it. This can be accessed by telephoning the helpline on 0113 3785020 or through their website by clicking on this link or typing it into your address bar:

<https://sendiass.leeds.gov.uk/>

Supporting Pupils with Medical Conditions

Alwoodley Primary School recognises that pupils within our school, who have medical conditions, should be properly supported to enable full access to education, including educational visits and Physical Education. We will comply with our duties under the Equality Act 2010, where pupils with medical conditions also have a disability. Some pupils may also have SEND or an EHCP, which combines pupil's health and social care needs. It will sometimes be necessary to put an individual healthcare plan in place for a child. This plan supports School in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An individual healthcare plan is likely to be helpful where the medical conditions are long-term and complex. However, not all children will require one. We have a policy for supporting pupils with medical conditions; this policy is regularly reviewed and is readily accessible to parents and school staff. It can be found on School's website under the 'Policies' tab

Supporting Pupils at Transition

Transition into and within School:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from the Nursery – as smooth as possible. This may include:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment to familiarise children with their new setting
- Opportunities to take photographs of key people and places to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at review meetings. A transition timeline will be produced, with specific responsibilities identified. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling if required.

Transition to High School:

We have useful links with our feeder high schools in Leeds and work alongside key members of high school staff to ensure a smooth transition for our Year 6 pupils. For children with EHCPs, high school SENDCOs will be invited to contribute to the Year 6 annual review. Additional visits to high schools are arranged for our more vulnerable pupils and those with additional needs.

Admissions

No child will be refused admission to School based on their SEND, ethnicity, or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (see Leeds City Council admissions policy: <https://www.leeds.gov.uk/schools-and-education/school-admissions/our-school-admissions-policies>).

Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs. School's admissions policy is available on our website

Management of SEND within school

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at

all times. The Head Teacher and the governing body have delegated the responsibility for the on-going implementation of this SEND Policy to the SENDCO. The SENDCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the on-going effectiveness of this SEND Policy.

The Designated Teacher for Children Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care

Roles and responsibilities explained

The Headteachers responsibilities:

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Head Teacher and the governing body will delegate the day to day implementation of this policy to the SENDCO. The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to our provision in this regard through:

- Working with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Update the governing body on the effectiveness of SEND and disability provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

SENCO Duties include:

In line with the recommendations in the SEND Code of Practice (2015), the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Work with the head teacher 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 EHCP's
- Liaising with the relevant designated teacher where a child looked after pupil has SEND
- 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 Headteacher and 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

The SEND governor will:

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

Class teachers' responsibilities:

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- 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
- Identify children who may have SEND and inform the SENDCO of their concerns
- Produce SEND Individual Provision Maps, pupil passports and group intervention plans, in consultation with the SENDCO
- Keep parents informed about the progress of, and provision made for, children with SEND, through consultations and reports
- Encourage parents to be actively involved in supporting their child
- Monitor the effectiveness of additional interventions and to measure and monitor progress and impact
- Effectively deploy and manage additional support staff to maximise outcomes for children with SEND.

The pupil's views will be considered in making decisions that affect them, whenever possible.

Expertise and training of staff

All SEND provision is overseen by the Senior Leadership Team and is coordinated by the Special Educational Needs Co-ordinator (SENCO) Our SENDCo has a BA (Hons) QTS and the National Award for Special Educational Needs Co-ordinator. If a new SENDCo is appointed, he/she will have or will gain the statutory accreditation within three years of appointment. The SENDCo will regularly attend local network meetings. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement. Where appropriate, such training will be included in our school development plan and schedule of continuous professional development. Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by our school.

Allocation of Resources for Pupils with SEND

Support will be allocated to meet the needs of pupils through use of available funding through Leeds SEND team, i.e. notional inclusion budget, funding for inclusion top-up funding and the whole school SEND budget.

- Element 1 is for Core Education Funding – supporting school's infrastructure and provides basic curriculum offer to all pupils.
- Element 2 is Additional Support Funding – which is devolved to school budgets using a formula. This is called the 'notional inclusion' budget. School is allocated a set number of 'notional inclusion' blocks each fiscal year based on the formula set by the FFI team.
- Some pupils with SEND may access additional top up funding, depending on whether their complexity of needs meet the Local Authority's criteria. This is Element 3 – 'High needs top up' funding for high needs pupils. High needs top up funding is linked to a child's EHCP this determines whether the level and complexity of need individual children have, meets the threshold for this funding. This is decided at panel meetings by the Local Authority.

It would then be the responsibility of the SLT, SENDCO and governors to agree how the allocation of resources is used to meet the child's SEND needs.

Accessibility arrangements

Adhering to Equality Act, the school has published an accessibility plan that details how the school will ...

- Increase the extent to which disabled pupils participate in the school's curriculum
- Improve the physical environment for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This document is available to read on the school's website.

Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, and pupils throughout the year. This is done in the form of parent meetings, open days, pupil-centred reviews, pupil progress meetings, parent questionnaires and discussion. The SENDCO, and the SLT, observes teaching and holds SEND pupil progress meetings to monitor progress on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on a provision map. This is updated by class teachers and is monitored by the SENCO. All interventions are monitored and evaluated termly by the inclusion team. Information is fed back to the staff children and parents. This helps to identify whether provision is effective. When a child no longer matches the definition of SEND, they are removed from the register following discussions with the child and parents.

Complaints about SEND provision

We value good home/school relations and will, therefore, do everything we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly, and to the satisfaction of all concerned. The school has a complaints policy which is available on the school website.

The contact details of support services for the parents of pupils with special educational needs.

- Educational Psychology Service: Contact Number: 01133951039
- SENIT (Special Educational Needs Inclusion Team): Contact number: 01133951039
- Leeds SENDIASS Information Support and Advice Service (formally Parent Partnership Service): Contact Number: 0113951200
- Virtual School for Children Looked After: Contact number: 01133950929
- Information on where the local authority's local offer is published:
<https://leedslocaloffer.org.uk/#!/directory>