SEND Policy

Lever House Primary School



2025 - 2026

SEND Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (Jan 15) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DFE Feb 2013.
- Statutory Guidance on supporting pupils at school with medical conditions Sept 2014 (updated Dec 2015).
- The National Curriculum Key Stage 1 and 2 framework document Sept 2013 (updated July 2014).
- Lever House Safeguarding Policy.
- Lever House Accessibility Plan.
- Teachers' Standards 2011 (intro updated June 2013).

This was created by the school's SENDCo with the SEND Governor, in liaison with the SLT, all staff and recognising the voice of parents of pupils with SEND.

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals leading fulfilling lives.
- Make a successful transition to adulthood.

Every teacher at Lever House is a teacher of every child, including those with SEND.
A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to what is normally available to pupils of the same age.

In order to ensure that all pupils in the school fulfil their potential, including those with special educational needs, the governing body will:

- Ensure that there is a Special Educational Needs Co-ordinator (SENDCo) in place who will work with the SEND Policy.
- Ensure that funding is targeted at the appropriate children
- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Ensure that pupils with special educational needs are fully integrated into the life of the school so far as reasonably possible.
- To report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Review, on an annual basis, the SEND policy, and monitor the additional educational needs expenditure.
- Ensure the school works within the guidance provided by the SEND code of practice 2014.

Staff with responsibility for SEND

- Headteacher Miss E Cooper and SENDCo Miss R Mullarkey.
- SEND TAs: Mrs R Hatch, Mrs J Robinson, Mrs S Woods, Mrs P Brindle, Mrs C Kearsley, Mrs M Lopez, Mrs J Leek, Miss Standring, Mrs Mason & Mrs R Gilbert (TLCSW).
- Designated teacher with safeguarding responsibilities (DSL) is Miss E Cooper.
- Designated teacher for CLA is Miss R Mullarkey.

Outreach teaching support from:

- LCC Educational Psychologist team - Elizabeth Roberts & Laura Snape
- SALT (NHS) - Helen Jackson, Catherine Smith & Mirren. Scotland
- LCC Teacher of the Deaf - Emma McDonnell
- Physiotherapy Outreach services (NHS)
- Occupational Therapy services (NHS)
- Reach (Behaviour support)
- LCC SEND Manager - Lucy Ball
- LCC Case Worker - Laura Thomas

Governor with SEND responsibility – Mr Gareth Hollinghurst

The co-ordination of the provision for pupils with SEND

Lever House recognises four areas of SEND as follows:

- Communication and interaction (C & I)
- Cognition and learning (C & L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (S/PD)

When identifying the needs of a pupil, the needs of the whole child will be considered and not just the special educational needs.

The headteacher and SENDCo have responsibility for day to day management of all aspects of the schools work, including provision for children with SEND.
The headteacher/SENDCo should keep the governing body fully informed and work closely with the SEND Governor. All teaching and non-teaching staff should be involved in development of SEND policy and be fully aware of schools procedures for identifying, assessing and providing for pupils with SEND.

a) It is acknowledged that the following issues may impact on progress and attainment but should not be labelled SEND.

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child (CLA)
- Being the child of a serviceman/woman.

The admission arrangements for pupils with SEND

All children, including our SEND children, take part in our admission programme involving:

- New Starters Meeting for Parents
- Taster sessions in the Summer term prior to starting.

We begin to build up a picture of what the child's needs are by: -

- Talking to the child's parents.
- Talking to nursery and playgroups about the child.
- SENDCo visit to Nursery/Playgroup to set up Transition Plan and meet the child in their current environment.
- Talking to Broadoaks Child Development Centre and any other Outside agencies where appropriate
- Reading through any EHC drafts/plans and IEPs (individual education plan) from the early years setting.
- SENDCo/ Family support attending any EHA meetings.

On transfer to another school all documents relating to a child's special needs will be sent, by the SENDCo, to the receiving school. This will include, where appropriate: -
- ILPs/IAPs
- Assessment details
- Background information
- Current EHCP
- Letters/Reports from Outside Agencies.

If a child has an EHC plan, the new school will have to be named in an amended EHC plan. It is the responsibility of the SENDCo to ensure that an EHC plan review takes place prior to the transfer (usually in Summer term of Y5).

We do not specialise in any one type of SEND but rather admit children from the local community. The school does not have a special unit. The school does not manage it's own admissions.

Facilities for pupils with SEND, which increase or assist access to the school by pupils who are **disabled** include the following:

- Access to Main Reception, Hall and classrooms is flat (or with a ramp).
- Toilets adapted with handrails in Disabled Toilet and EYFS.
- Langham Steps
- Height adjustable changing bed

Details of how our school increases and promotes access for disabled pupils are set down in the Single Equality Policy.

Allocation of resources for children with SEND

- Use of teaching assistants for additional support of SEND children
- Support from outside agencies, e.g. physiotherapy, occupational therapy and speech therapy for EHCP and SEN Support children.
- Support from SEND (Traded) outreach staff (specialist guidance) and county oversight by SEND Case Manager (Lucy Ball).
- Provision of adapted materials or additional scaffolds.
- Scaffolded activities supported by TAs throughout school where necessary.

- 1:1 support for children with EHC Plans where necessary to allow them to make maximum progress.
- Playtime/lunchtime support.
- IT resources designed to support learning.
- Access to our Family Support Co-ordinator - Amanda Sarson

Identification and review for pupils with SEND

We follow the process of "assess, plan, do and review" using the Code of Practice, to allow the school to address the needs of children within our school and plan for their needs using a graduated response depending on the child's level of need.

Pupils are only identified as SEND if they do not make adequate progress once they have had intervention, adjustments and good quality first teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. This will involve high quality teaching from the teacher, personalised for individual pupils and the effective placement and organisation of trained teaching assistants.

In addition to the day-to-day classroom assessment children are assessed using the following: -

- Baseline assessments on entry to EYFS
- End of key stage SATs
- Y1 Phonics Screening
- Y4 Multiplication check
- PIVATs for children making small steps of progress
- Termly NFER assessments

If a class teacher is concerned about a child's lack of progress the following takes place:

- Observations and discussions by the class teacher and other staff working with the child which are then shared with the SENDCo.
- A "Cause for concern" form is completed and submitted to the SENDCo. This forms the basis for the ensuing discussion.
- The child's parents are made aware of the school's concern and a joint discussion about the best next steps to support the child takes place.
- Appropriate resources to support the child are put into place (see above) and these are closely monitored.
- If a child does not make adequate progress following all the interventions/adjustments and good quality personalised teaching, the child is then identified as needing Special Educational Needs support.
- An ILP is drawn up by class teacher, any other staff/agencies involved and the parents. Targets are also discussed with the child (where appropriate). At times an IAP is created to detail adjustments that need to be made for a child if there are no direct targets.
- There should be no more than four targets on the ILP for a SEN support child and only those strategies in addition to or different from the normal differentiated curriculum should be recorded.

- The ILP should be reviewed at least termly with the progress made and new targets set being shared with both pupil and parents. The resulting review and new ILP (signed by parents) should be place in the child's file when completed.
- Class teachers are responsible for ensuring all staff working with the class are aware of the targets.

If it is relevant, the SENDCo will inform the child's parents of the Lancashire Parent Partnership Service - SEND IAS.
The SENDCo will act as co-ordinator of all the relevant pupil records, including assessment results and information from parents.
The SENDCo will liaise with any external agencies that may be involved with the pupil.
The Headteacher and SENDCo are responsible for managing the Teaching Assistants, who will also work under the supervision and guidance of the Class Teachers and outreach support staff.

Outside Agency Support

If it is deemed necessary, additional staff will be appointed to help deliver the child's targets. This must firstly be agreed by the Governors at the relevant FGB meeting, with the case and all costings presented by the SENDCo.

If a pupil continues to have difficulties it may become necessary to involve outside specialists as follows:

a) The involvement of outside agencies should be discussed by the class teacher, group support staff and SENDCo at the pupil's review meeting, followed by the involvement of parents (and pupil where appropriate).
b) The SENDCo is responsible for collecting relevant information on the pupil's progress to date and bringing in outside specialists, eg Educational Psychologist.
c) A new ILP should be planned with outside specialists, the SENDCo, teaching assistant, class teacher, parents and pupil agreeing appropriate targets and teaching strategies.
d) This ILP should then be reviewed termly as stated before. (Subsequent reviews may involve additional specialist assessment from the outside agencies).
e) If it is felt necessary, a teaching assistant, specific to the child/ small group of children, may be appointed to work under the guidance of the class teacher and SENDCo. This will be funded from the school budget.

Statutory assessment

If the above strategies do not result in any improvement in the child's learning or behaviour, and there are severe difficulties, then a statutory assessment will be requested (EHCNA). It is anticipated that this will only be deemed necessary in a very small number of cases, where additional funding and support are needed from the LA High Needs Block.
a) The SENDCo, along with relevant school staff, are responsible for presenting documentary evidence to show what strategies and interventions have been carried out and what, if any, were the outcomes. Any assessments, both school based and from any specialist involved will be submitted. The appropriate Lancashire request for statutory assessment form is then completed (with parental consent) and sent in, along with the supporting information.
b) During this assessment period the child's support will continue as outlined above and the child/parents will be involved throughout.

Education and Health Care Plan (EHCP)

a) The issuing of EHC plan, if this is the result of statutory assessment, should take no more than six months.
b) Any child who has an EHC plan will be placed on the appropriate financial banding by the LEA. From April 2013 the majority of the finance needed to provide support, will come from the AEN provision within the school budget.
c) It is the responsibility of the governing body, through the Head teacher/SENDCo to ensure that the funding provided in this way is used appropriately to support the named pupil.
d) It is the responsibility of the governing body through the Head teacher/SENDCo to appoint any resulting TA and to co-ordinate the appropriate outreach and specialist support.
e) It is the responsibility of the SENDCo to arrange an annual review, inviting all those involved with the child to contribute to the report and attend the meeting. A report of the meeting should then be submitted to the LEA and to all those involved along with any recommendations and issues for action (with appropriate responsibilities noted).
f) The child's progress will continually be monitored and reviewed by all those involved, this information being vital to the writing of new ILPs with the establishing of realistic, attainable targets.
g) If there is any change in the child's needs, or area of concern, an earlier review may be called.

Arrangements for providing access by pupils with SEND to a wide ranging curriculum (including National Curriculum)

- All children are given access to the national curriculum frameworks
- The school, through its cycle of observation, assessment, planning and review, make provision for increased curriculum adaptations for it's SEND pupils.
- The school ensures suitable learning challenges are set.
- The school responds to pupils' diverse needs.
- The school overcomes potential barriers to learning.
- All children are given the best possible chance to demonstrate their full ability in test situations through the use of access arrangements e.g. extra time were necessary.

Participation in whole school activities by pupils with SEND

A small number of pupils with learning difficulties may be grouped for adapted Maths and English activities, however they remain in the classroom setting with their peers to do this and for the remainder of their work, thereby participating in all school activities in which their peers are involved. Pupils with physical disabilities remain in the classroom setting with support assistance, fully participating when ever possible.

Review of SEND by the Governing Body

Governors ensure that they are fully involved in developing and monitoring the schools SEND policy. The SEND governor is up to date and knowledgeable about the schools SEND provision.
SEND provision is an integral part of the school development plan.
The quality of SEND provision is continually monitored via review of children's progress through achievement targets based on PIVATs where necessary and assessment against the National Curriculum.

Arrangements made by the governing body relating to treatment of complaints by parents of pupils with SEND.
The Governing body will provide disagreement resolution arrangements, to facilitate early and informal dispute resolution. This will be done via the county's complaints procedure.

In service training for staff in relation to special educational needs
Staff attend county in service courses where it is appropriate e.g. to up date their knowledge; acquaint themselves with new legislation etc.
We are currently part of an SLA through the Behaviour Hub (using REACH) who offer training sessions for staff approximately monthly.
The SENDCo attends the local SEND cluster group and EP cluster group. Information gained in this way is disseminated to the rest of the staff during staff meetings.
Staff receive regular CPD when meeting with external agencies and training is given to them to deliver targets e.g. SALT & Specialist Teacher

Use made of teachers and facilities from outside the school

Specialist outreach teachers support SEND children where appropriate (see point 2), in the same way specialists from the health service support children with physical difficulties. These include physiotherapists, speech therapists and occupational therapists. These services are usually based at Yewlands Drive Clinic, Broadoaks Child Development Centre and Jubilee House.

The role played by the parent

Through regular formal and informal meetings we hope to keep the parents of children with SEND fully informed about their child's progress and what their future targets are. Parent's of children with SEND get an 'enhanced' parents' evening with an additional meeting in Summer term. They are also advised about ways in which they could help at home (where appropriate) and any additional rescues in the community that they could access as a family. Great importance is placed on the partnership between school and home.

Links with the health service, social services, welfare services and any other voluntary organisations.

As stated in 14, health service providers come into school to support children with PD. We are also supported in school by employing a Family Support Co-ordinator who previously worked for the Children and Family Wellbeing service.
If it is felt that a child is at risk, we would at once request CSC involvement - following Child Protection and Safeguarding procedures.

Supporting pupils at school with medical conditions

- We recognise that pupils 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 with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010.
- Some may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their specialist education provision.

- At school we support children with NHS Care Plans, administering medication to these children as advised by the School Nurse Team (NHS) and relevant NHS specialist e.g. Diabetic specialist nurse, Community Paediatrician.

Monitoring and evaluation of children with SEND

The schools' practice is regularly and carefully monitored and the quality of provision for pupils is evaluated through observation by and involvement with the SLT.
Pupils and parents views on all aspects of school, including provision for SEND children, are collected via Parent surveys.

Funding and Resourcing

The majority of funding for SEND is provided through the normal school budget. Children with a high level of need may gain access to the LA top up funding. This additional funding will be used to support the targeted needs of the child, according to the provision outlined in the EHCP. It does not guarantee any one particular support process, such as full time 1:1 support.

Data Protection and Confidentiality

It is important to recognise that reports etc on children with SEND issues may contain details of a confidential nature. These should only be shared with staff involved on a need to know basis. All GDPR legislation is followed.

Changes in procedure are cascaded down to staff via inset and staff meetings.

Completed by R Mullarkey

Date: February 2026