

# SEND Policy

Linden Primary School



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## 1. Aims

Our SEN policy and information report aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- 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

The school will:

- identify, at the earliest opportunity, barriers to learning for pupils with SEND
- ensure that every child experiences success in their learning and achieves to the highest possible standard
- enable all pupils to participate in lessons fully and effectively
- help pupils with SEND become confident individuals living fulfilling lives
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- value and encourage the contribution of all pupils to the life of the school
- work in partnership with parents and families and attain high levels of satisfaction
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- work closely with external agencies, where appropriate, to support the needs of individual pupils.
- ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils

## 2. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

### 3.1 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.

### 5.3 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	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 not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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 generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs. Rajinder Lall.

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**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **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 specific learning difficulties, 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
- Moderate learning difficulties

### **5.2 Identifying pupils with SEN 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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **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 SEN support.

In consultation with parents, the child will be considered for removal from the SEND record when they have sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age;
- where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained,
- and SEN support is no longer required to ensure this progress is maintained

### **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 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 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.

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 within school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We understand how difficult it is for pupils 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 go as smoothly as possible. This may include, for example:

- Additional meetings for the parents and the child with their new teacher
- Transition visits to the new class or new school
- Additional visit to the new class or school in order to support a child to settle in more quickly
- Opportunities to take photographs of key people and places in order to make a transition booklet
- Open morning for parents to meet the new teacher

## **Transition to Secondary School**

The secondary school SENCO is invited to Annual and Transfer Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel, training etc.

### **5.6 Our approach to teaching pupils with SEN**

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 SEN. This will be adapted for individual pupils.

Some pupils with medical conditions may also have special educational needs /or an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision

The school will support pupils with medical conditions (so that they have full access to education, including school trips and physical education (requirements under [Section 100 of the Pupils and Families Act 2014](#)/ Department for Education (DfE)'s statutory guidance on [supporting pupils with medical conditions at school](#)).

We believe that all pupils learn best with the rest of their class. Our aim is for all pupils to be working independently in class with their peers. Pupils with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all pupils with SEN, individually or as part of a group.

When allocating additional TA support to pupils, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which support additional needs. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for pupils at SEN Support are deliberately challenging in the attempt to close the attainment gap between the pupils and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCO who monitors overall progress after the intervention.

We will also provide the following interventions/ input:

- Access to our Rainbow room for high need pupils
- Autism Friendly Approaches across the school
- Attention Autism
- Speech, Language and Communication strategies and approaches
- Attachment Friendly Approaches (Social, Emotional Mental Health)
- Pastoral Support/Mentoring
- Speed Up

- Social Stories
- Forest School/ Mentoring
- ELSA (Early Literacy Support Assistant)
- Interactive Play Therapy
- Colourful Semantics
- PECS (picture exchange system)
- Fun Time (social interaction and communication)
- Medical support and training

## **5.7 Adaptations to the curriculum and learning environment**

The School is disability friendly and supports increasing the extent to which disabled pupils can participate in the curriculum. The school is split over two levels with stair access to the upper floors. Corridors are wide and we have an easy access to toilets. Where and when appropriate, we make reasonable adjustments to the environment or building that are necessary for pupils with physical or other sensory disabilities (please refer to the accessibility plan).

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**

We have specific teaching assistants who are trained to deliver interventions such as Forest School, Fun Time, Colourful Semantics, Phonics, Social Stories, Attention Autism and PECS

Teaching assistants will support pupils on a 1:1 basis when pupils have EHCP (Education, Health and Care Plan) additional funding, or need specific targeted support to close gaps in learning.

Teaching assistants will support pupils in small groups when targeted support is needed to close gaps in all areas of the curriculum.

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

- Social Care and Safeguarding
- Vision/Hearing Support
- Speech and Language Therapy Service
- Education Psychologist
- Social and Emotional Mental Health
- School Nursing Service
- Learning, Communication Interaction Team/Autism Team
- NHS (e.g referrals to paediatrician/ Occupational/physio therapist)
- Link School Nurse/ health professionals
- Assisted Technologies
- Education Welfare Officer
- Bereavement Services
- CAMHS (Child and Adolescent Mental Health Service)

## **5.9 Expertise and training of staff**

Our SENCO has 15 years' experience in this role and is an experienced class teacher/Phase leader and is currently a Specialist Leader in Education.

All of our teachers are trained to work with pupils with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. CPD opportunities are ongoing dependent on the needs of the pupils in our school.

Some of our TAs have expertise and training in other areas or specific interventions. All TAs work with pupils with SEN and disabilities.

The school is able to access additional expertise from the Local Authority. This includes access to Educational Psychologists and Advisory Teachers.

## **5.10 Securing equipment and facilities**

The school will request and secure the use of assistive technology and facilities (e.g. ipads, laptops, large print, magnifiers, digital recorders) that enables pupils with disabilities to participate more fully in all aspects of life (home, school, and community) and improve outcomes.

## **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using SEND Trackers 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 trip(s).

All pupils are encouraged to take part in sports day, festival assemblies/celebrations, special sports events, bake sales, Linden Fun day.

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

No pupil will be refused admission to Linden Primary School on the basis of his or her special educational need. We will not discriminate against disabled pupils and we will take all reasonable steps to provide effective educational provision. The LA determines admission, having regard to parental preference and in consultation with our governing body.

The school is on two levels. All stairs are highlighted. We have two medicals room(KS1/KS2) which includes changing facilities and disabled toilets. Please refer to the Accessibility Plan which shows our access arrangements in more detail. Specific reasonable adjustments are made for different pupils who need more specialist equipment, resources or changes to the environment.

The school is committed to;

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

## **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 SEN are encouraged to be part of the school council
- Pupils with SEN will be supported by key staff during unstructured times (break and lunchtimes) and be encouraged to participate in games and develop teamwork.
- The school provides a Mentoring/Forest School intervention for children who need additional support to develop, their confidence, self esteem through practical and interactive learning.
- We have a zero-tolerance approach to bullying.

#### **5.14 Working with other agencies**

We work closely with a range of professional bodies including health and social care, the local authority, support services and voluntary sector organisations in meeting pupil's SEN and supporting their families.

#### **5.15 Complaints about SEN provision**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

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 pupils. 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**

autism.org.uk

diabetes.org.uk

cmsms.adhdsolutions.org

sendiassleicester.org.uk

#### **5.17 Contact details for raising concerns**

Mrs Rajinder Lall (SENCO)

#### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://families.leicester.gov.uk/send-local-offer/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Assistant Headteacher/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
- Equality information and objectives
- Supporting pupils with medical conditions policy