



SEND

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Introduction

At Layton, every child is entitled to have full access to a broad, balanced and differentiated curriculum, irrespective of gender, race, colour, religion, or particular needs.

The Code of Practice (2015) states that:

“A pupil with SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

We aim to provide access to a broad and balanced curriculum for all.

Our Aims

In order to meet the special educational needs of our children at Layton Primary we aim to:

- Identify those children who have additional needs early.
- Provide high quality teaching differentiated for individual pupils.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Recognise and celebrate the achievements of those children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Develop pupils independence with their learning.
- Encourage each child to participate fully in school life, including extra-curricular activities and develop a feeling of self-esteem within the individual.
- Provide ongoing training for all staff working with children with SEND.
- Support the ‘Every child matters’ agenda within the school.

Areas of Need

SEND is divided into four types:

1. Communication and interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

2. Cognition and learning:

Support for learning difficulties may be required when children and young people learn at a lower place than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

3. Social, emotional, and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Persistent disruptive behaviours or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

4. Sensory and/or Physical Need

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to

access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SENDCO

The SENDCO, Steph Owen, working with the Headteacher and Governors of the school has responsibility for:

- The day to day operation of the SEND Policy.
- Maintain a register of children with SEND and ensure that records of children with SEND are up to date.
- Works closely with both teaching and support staff in co-ordinating provision for our SEND children, providing support and advice.
- Liaises with outside agencies to gain advice and support for children with SEND.
- Leads staff training on SEND.
- Co-ordinating provision for children with special educational needs.
- Ensures that class teachers communicate appropriately with parents regarding SEND.
- Liaising with parents of children with SEND.
- Ensuring that cross-phase transfer, particularly into/out of the school is carried out with the child in mind.
- Keeping abreast of current policy changes and practice to ensure that the school is providing the best possible support for pupils, staff and parents.

Access to the National Curriculum

All class teachers, the SENDCO and SEND support staff carry out assessment, planning and reviewing that recognises each child's strength as well as areas for improvement.

Quality First teaching directs learning and challenges children to think. Our SENDCO will work closely with teachers, learning support assistants and external professionals to ensure that effective provision is made for all children. The curriculum is scaffolded, and resources provided to enable children identified as having Special Educational Needs to access the curriculum. Teaching is adapted where necessary in order to meet individual needs.

Assess – Plan – Do – Review - via learning plans

Assess: Layton Primary School identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year. Throughout the school we monitor and track the progress and attainment of all children. Children with SEND may be identified at any stage of this process during their school life.

In Foundation Stage and Year 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage.
- Basic skills assessments
- Termly assessments of progress
- The end of Key Stage 1 SATs tests
- Y1 Phonics test.
- WellComm

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas.

- Basic skills assessments
- Termly assessments of progress
- The end of Key Stage 2 SATs tests.
- WellComm

Physical or medical difficulties are discussed when pupils are admitted to the school. The class teacher is informed and the information is passed onto the SENDCO. If the medical problem is deemed to affect the child's ability to learn, such as hearing/visual impairment, The SENDCO will ensure all staff are aware of the needs of the child.

Learning difficulties are initially identified based upon the class teacher's professional judgement. Teachers record their concerns on a SENDCo Referral Form, and discuss this with parents at the time.

At this time the SENDCo will add the pupil to the Referral log and then will work with the class teacher to suggest strategies to use to support the pupil. The SENDCo will complete lesson observations, and at times complete in-house assessments to highlight at barriers to learning.

The SENDCo will work closely with class teacher to monitor if the strategies are being affective. The pupils may be added to the monitoring Register at this time.

Where the pupil does not make significant progress, further conversations will occur between the class teacher, and parents/carers, and the pupils may then be added to the SEND register.

Once added to the SEND register, the teacher will complete a learning plan with clear targets. Part of the 'Assess' cycle will mean class teachers will comment on two areas; Thing am I good at, and Things that I need to work on.

Plan: Where it is decided to provide a pupil with SEND support, the teacher will complete individual Learning Plan with clear targets to support the pupil to make progress. This will be under the guidance of the SENDCO. The Learning Plan will then be shared with the parent and the pupil.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided should be selected to meet outcomes identified for the pupil, based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out should be readily available to discuss with pupil's parents.

Do: The class teacher remains responsible for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching. The SENDCO should support the class teacher in the assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The targets should be evaluated and as a result of the evaluation, new or simplified targets should be given. The Learning plan identifies area of development and how the targets may be achieved and who will be responsible.

If a small group of children have similar needs, a Group Plan may be written, with targets for the group.

If a child fails to make adequate progress over a period of time or if a specific support is identified, appropriate action will be taken. This may mean calling in specialist for example the Special Educational Needs Inclusion Team.

Review: The effectiveness of the support and their impact on the pupil's progress should be reviewed in line with the agreed date, always recorded on the Learning Plan.

The impact and quality of support should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support provided, enabling them to be involved in planning next steps.

The SENDCO will regularly monitor all of the children on the Special Needs register. If children are falling behind, appropriate action will be taken. Sometimes this additional support may only be necessary for a short period.

One Page Profile (1PP)

Pupils identified as having special educational needs and are on the SEND register, on either SEND support or with an EHCP will have a One Page Profile. A One Page Profile is a child friendly document, to ensure the voice of the child is heard. It will be reviewed annually with adult support, and will ensure that all staff involved in the child's education, 'Know the child'.

Consultation Process, for a pupil with an EHCP

When Layton Primary School receives a consultation to consider placing a child with an Education Health and Care Plan ('EHCP') and/or draft EHCP, all paperwork will be reviewed, and if the SENDCO, and/or the Headteacher have concerns that it may not be suitable for the child concerned., the school shall take the following steps:

- a. upon review of the paperwork, the School shall write to the parent(s) of the child concerned, requesting a meeting at the child's home, or current educational setting, within 7-15 days, subject to the statutory timescales for a response to consultation.
- b. the letter referred to in (a) above shall set out that the school has been asked to consider whether it can offer a place for the child, set out that the school has concerns that it may not be suitable, along with a brief explanation of why, and to request a meeting with the parent(s) and child in order to gather a clearer understanding of the child's needs.
- c. After meeting with the child, or after 15 days if the parent(s) of the child has not responded to the letter in (a), if the school concludes that it is not suitable, it will prepare a letter setting that out. The school shall invite the parent(s) to a further meeting to discuss the content of that letter, and to explain the concerns, before it is sent to the relevant local authority.

Should communications with the child's family breakdown at any point, the school shall proactively suggest to the child's parent(s) that mediation be explored.

Educational, Health and care plan (EHCP)

The majority of pupils should have their needs met through SEND support. However, in a minority of cases some pupils will require an EHC assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC plan. This application for statutory assessment will always be discussed and

agreed between the SENDCO and parents. Relevant referrals to external SEND professionals will also have been made to support the application.

Where a pupil has an EHC plan already in place, the local authority must review that plan as a minimum every twelve months and every 6 months if the child is under 5 years of age. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

All pupils with an EHC plan in place will also have a learning plan to support the termly steps of progress to support academic progress. This will be reviewed in line with the APDR cycle for all pupils with SEND, three times per year.

Roles and Responsibilities

Class teacher

- The class teacher is the first point of contact for parents to discuss any concerns relating to SEND.
- The class teacher is responsible for the initial identification of a pupil's SEND through observation of classroom practice and ongoing assessment.
- It is the class teacher's responsibility to inform the SENDCO of their concern. A decision will be made together, to implement action.
- The class teacher must invite parents/carers to a meeting to discuss the learning plan every term.
- The class teacher must keep the SENDCO informed of any key developments between reviews.

SENDCO

- It is the SENDCO's responsibility to collect and collate all available material and information held by the school. They may also undertake or arrange further assessment.
- The SENDCO must monitor the work of the class teacher, to ensure that appropriate strategies have been formulated and resources are available.
- The SENDCO must ensure that there are adequate resources to meet the needs of all pupils on the SEND register.
- Provide advice and support to the class teacher and contact outside agencies for advice if necessary.
- Arrange additional support where appropriate and as the budget allows.
- The SENDCO reviews progress of pupils with SEND at key points during the academic year.
- The SENDCO monitors the learning plans and the quality of targets set by staff termly, with support from team leaders.
- Is responsible for all relevant paperwork for external agencies.
- Liaises with outside agencies to provide support and advice for the pupil, parent and teacher.
- Continues to monitor all paperwork etc.
- In consultation with the headteacher and outside agencies, makes the decision to proceed to request formal assessment, where necessary.
- To pass on detailed information about Year 6 children to the relevant secondary schools. The secondary SENDCO are contacted at the start of the summer term to discuss transition to secondary school. Transition books, photographs and visits are made to suit individual needs.

In some cases, if the child fails to progress sufficiently, a request may be made to the Local Authority via the EHC Hub, to consider the need for statutory assessment.

Governors

The Governors, will be kept informed, as children move through the stages.

The Governing body evaluates the success of SEND provision through reports from the Governor with responsibility for SEND and updates from the SENDCO. The headteacher's report to the Governing body also covers SEND developments.

The Governing body, through the School Development Plan (SDP), ensures that relevant inset for staff is provided.

Parental Partnership

At Layton Primary School, teachers and parents/carers work in joint support of their children's educational needs. Close links are maintained throughout the children's time at school. For children who are on the SEND register, parents are communicated with regularly such that they are informed of their child's progress over time and can support with implementing any necessary strategies at home. At Layton Primary School, we value the voice of every parent/carers and believe that for a child to make as much progress as possible, it is important that strong relationships are maintained between home and school.

Resources are constantly reviewed and updated. Children learn at different rates, in a variety of ways.

The allocation of funds for Special Educational Needs has equal status with other subjects.

Staff are reminded staff, through internal communication and training, to be mindful in all communication with parents that families will have differing levels of experience with and understanding of the Special Educational Needs and Disability process and to ensure parents' effective participation so far as possible throughout all communications with families. Further support with this will be in place through the SENDCO.

Practice

Our aim is to integrate the child with special needs so that he/she feels a valued member of school.

We aim to do this by:

- Embedding the 5Rs in all that we do.
- Providing opportunities for success at all levels.
- Providing a supportive environment where the child is encouraged to make mistakes and learn from them.
- Providing resources to enable children to access the curriculum, at their level, independently.
- Celebrating success –make the child feel important by sharing in their achievements.

Complaints

Please refer to our complaints policy.