



Lawn Primary and Nursery School

'Children To Be Proud Of'

Special Educational Needs and Disability Policy and Procedure

Policy Owner - SENDCO

Policy History

January 2026	Policy Reviewed and minor updates
January 2025	Policy Reviewed and minor updates
January 2024	Policy Reviewed and minor updates SEND Governor updated
January 2023	Policy reviewed and updated quite extensively Personnel Updated
January 2022	Policy reviewed and presented to Governors
February 2021	Policy Reviewed and presented to Governors
February 2020	Policy reviewed and presented to governors
December 2019	Name of SENDCO updated
September 2018	Name of SENDCO updated
January 2018	Policy reviewed and presented to governors
September 2016	Policy reviewed and presented to governors
Statutory Guidance:	

[Children and Families Act 2014](#) part 3 relating to statutory guidance on duties, policies and procedures relating to the Code of Practice for Special Educational Needs.

[The Special Educational Needs and Disability Regulations 2014](#)

[Special Educational Needs SEND Code of Practice: for 0-25 years](#) January 2015

[Disability Equality Act 2010](#) requiring schools to promote equality of opportunity for disabled children, staff and those for whom they provide services.

Mindful of these Acts and guidance, the governors and staff of Lawn Primary and Nursery School will strive to ensure that pupils with special needs receive equality of entitlement and are included in all the activities of the school as far as is compatible with the provision of efficient education for all children.

Supporting Policies

All Lawn Primary and Nursery School curriculum policies should be mindful of the additional needs of children with special educational needs. In particular the special educational needs policy should be read in conjunction with the following school policies:

Children Looked After Policy	Behaviour Policy
Equality Policy and Equality Objectives Plan	Anti-Bullying Policy
Inclusion Policy	Safeguarding Policy
Teaching and Learning Policy	Medical Needs Policy
Accessibility Plan	

School Aims and Guidance Governing Approaches to SEND

At Lawn Primary and Nursery School we have high expectations for all our children and value each as an individual, regardless of their needs. We are committed to developing and extending their academic, social and physical capabilities, to enable them to have a sense of achievement and become productive members of the school and the wider community in which they live.

We aim to achieve this through the removal of barriers to learning and participation, and respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates and in different ways
- Need a range of teaching approaches and experiences

Most children will make good progress throughout their school life, others at some point, may be identified as having a special educational need and require short or long-term support.

We are proud to have hold the Dyslexia Friendly Quality Mark (Re-verification Audit was completed in July 2023) and believe that all learners can benefit from an environment that supports those with specific learning difficulties as part of Quality First Teaching.

Disability Definition:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out day to day activities'.

Physical or mental impairments can include sensory impairments and learning difficulties. The definition also covers medical conditions when they have long term and substantial effects on pupils' everyday lives.

Definition of Special Educational Needs:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The school also takes into consideration other factors that may impact on progress and attainment but which are not considered SEND:

- *Disability alone does not constitute SEND*
- *Attendance and Punctuality*
- *Health, Welfare and Environmental Deprivation*
- *English as an Additional Language*
- *Being in receipt of Pupil Premium Funding*
- *Being a Child Looked After*
- *Being a child of a serviceman/woman (Forces personnel)*
- *Being discriminated against on grounds of ethnicity*
- *Behaviour – any concerns relating to a child's behaviour should be considered as an underlying response to a stimulus/event or the communication of a need.*

Special educational provision means:

For children, young people and adults from 0 to 25, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children and young people of this age at home and in settings and schools maintained by the LEA, in the area.

Lawn Primary and Nursery School's Special Educational Needs Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To ensure provision for a pupil with special educational needs matches the nature of their needs.
- To comply with the legislation included in The Special Educational Needs and Disability Regulations 2014 and the Children and Families Act 2014.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide advice and support for all staff working with pupils who have special educational needs.
- To ensure pupils with SEND have an active voice in supporting their engagement in their learning and wider school participation.
- To ensure access to a balanced and broad curriculum for all pupils.
- To ensure accurate and consistent recording of a child's special educational needs, the actions taken to meet these and the resulting outcomes.
- To develop and maintain partnership and high levels of engagement with parents.

We see '*every interaction as an intervention*' and every member of staff aims to support all learners to :

- be happy and enjoy school
- feel valued and supported
- be accepted as they are and be tolerant of others
- start developing a love of learning

- make good progress
- reach their full potential
- make lasting friendships and memories
- take ownership of their learning and behaviours

Roles and Responsibilities

Governing Body

The governors aim to encourage an effective working partnership between parents, carers and the school. There is a named governor with responsibility for SEND to act as this link.

Designated SEND Governor: Russell Hall

The governing body has a statutory duty to:

- Oversee that, where a child has special educational needs, their parents or carers are notified, and the necessary provision made available.
- To publish the school's, SEND policy.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They report to parents and carers on the progress of SEND children and on the implementation of the SEND policy in the school prospectus and school profile.
- Teachers in the school are aware of the importance of identifying and providing for those children who have a special educational need.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- Children with SEND join in the activities of the school with children who do not have SEND so far as is reasonably practical.
- The quality of SEND provision is continually monitored.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of provision for children with SEND. She will keep the governing body fully informed, whilst, at the same time, working closely with the school's special educational needs coordinator (SENDCO).

Head Teacher: Lindsay Wood

Responsibilities include:

- Ensuring that there is a qualified teacher who is designated as the Special Educational Needs Coordinator.
- Working collaboratively with the SENDCO on deciding what external support to seek and for setting priorities for the continuous professional development of staff.
- Undertaking an annual review of the SENDCO's duties, providing sufficient administrative and support time to enable them to fulfil their responsibilities in line with other important strategic roles within the school setting.

- Ensuring that the quality of teaching for pupils with SEND and the progress made by pupils should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- Ensuring that the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.
- Ensuring that class teachers, supported by the senior leadership team and SENDCO, make regular assessments of progress for all pupils. Where pupils are falling behind, or making inadequate progress, given their age or starting point, ensure additional support is considered.

Special Educational Needs Coordinator

The SENDCO, in collaboration with the senior leadership team, head teacher and governing body, helps determine the strategic development of the SEND policy and provision in school. The SENDCO takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCO also provides related professional guidance to colleagues.

Designated SENDCo: Charlie Berry

Responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating the range of provision for children with special educational needs.
- Providing advice to staff, supporting and liaising where necessary to complete : Core Standards Paperwork, Support Plans and Provision Maps, Referrals to outside agencies and to share, interpret and action reports received from them.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Managing SEN teaching assistants.
- Overseeing and maintaining up to date records and specific resources for SEND.
- Completing consultations for the admissions of children with SEND.
- Collating information for statutory assessments.
- Liaising with the class teachers, key workers and with the parents or carers of children with special educational needs.
- Contributing to the continuing professional development of teachers and teaching assistants.
- Providing a yearly SEND report for the governing body and parents.
- Annually monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated governor.
- Annually review the SEND Policy, Inclusion Policy and Accessibility Plan.
- Involvement with review of the Equality Policy and Equality Objectives Plan herein.

Teachers

Every teacher is a teacher of SEND.

Every interaction is seen as an intervention.

All teachers share the responsibility for developing and implementing the SEND policy. They are made aware of the procedures for identifying, assessing and making provision for pupils with special educational needs through CPD, staff meetings and individual support.

Responsibilities include:

- Having high expectations for all pupils and aiming to teach them the full curriculum and reach their full potential, whatever their prior attainment.
- Providing high quality adapted teaching for individual pupils who have or may have SEND.
- Understanding that every interaction is an intervention.
- Completing and reviewing the Class Profile document which identifies vulnerable children in various groups within the class.
- Utilising support staff on a daily basis in a way that best helps the learners. This should be mainly based in the classroom where each learner is exposed to the teaching by fully qualified staff and formative assessment can be done to help with planning. It may also include some time outside of the classroom completing specific interventions as detailed in the support plans.
- Become fully involved in the assess, plan, do review cycle – the Graduated Response approach of provision, for children with additional needs.
- Investigating when pupils continue to make below expected progress, despite high quality teaching, and assessing whether the child has a significant learning difficulty and further action is required.
- Completing the Core Standards documents to identify and record barriers to learning / check provision already in place. This takes the form of the SEN Needs Checker and then the relevant identification criteria document(s), followed by the relevant universal provision document(s).
- Co-ordinating the use of specialist equipment to help learners e.g. pencil grips, writing slopes, wobble cushions, fiddle toys, iPad, hearing support systems, work booths etc
- Tracking and evaluating progress and development of SEND pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- Helping with referrals to outside agencies for advice and support.
- Writing and reviewing support plans and provision maps three times a year (ensuring these have entry and exit data) – and completing some of the interventions / strategies detailed within these.
- Assisting with referral documents to ask outside agencies for advice and support.
- Implementing suggestions from outside agency reports.
- Contributing to the Statutory Assessment process and to comment upon draft EHCP documents.
- Implementing strategies and requirements written in EHCPs.
- Reviewing targets and contributing to Annual Review meetings for children with an EHCP.
- Contributing to Early Help Conversations and TAF Meetings.

- Updating the transition documents throughout the year and meeting the new teacher at the end of each academic year to pass all SEN details and other relevant information about learners to the next teacher.

The SENDCo will work alongside and support teachers in all these responsibilities through advice, help, training, and collaboration.

Teaching Assistants

Every interaction is an intervention.

All teaching assistants share the responsibility for developing and implementing the SEND policy. They are made aware of the procedures for identifying, assessing and making provision for pupils with special educational needs through CPD, TA meetings and individual support. Some teaching assistants are employed as general classroom assistants, but most are employed to work with a particular child or a range of children. If the latter is the case, then at Lawn Primary School, these teaching assistants are referred to as SEN Teaching Assistants.

Responsibilities include :

- Having high expectations for all pupils and helping to teach them the full curriculum and reach their full potential, whatever their prior attainment.
- Scaffolding the learning for individual pupils who have or may have SEND, with reference to the scaffolding triangle and the fostering of some independence for all children.
- Understanding that every interaction is an intervention.
- Supporting the teacher during lessons by scaffolding learning, adapting the lesson if deemed too challenging / too easy, being involved in the teaching by being seated with the children and involving them in the questioning, and paying first attention to best conduct to help ensure a good learning environment is maintained.
- Knowing the children in class and referring to the Class Profile document which identifies vulnerable children.
- Informing teachers / SENDCo when they have concerns about the progress a child is making, their behaviour or their mental health.
- Reminding learners to use the specialist equipment provided e.g., pencil grips, writing slopes, wobble cushions, fiddle toys, iPad, hearing support systems, work booths etc
- Being familiar with content of support plans and provision maps – and completing some of the interventions / strategies detailed within these.
- Implementing suggestions from outside agency reports, in conjunction with the teacher.
- Making notes / comments about progress towards EHCP targets detailed in the individual files for the relevant children and contributing to Annual Review meetings for children with EHCP's.
- If possible and relevant, giving input to Early Help Conversations and TAF Meetings.
- Giving feedback to teachers on the progress of children they have worked with.

Admission Arrangements

Lawn Primary and Nursery School welcomes children, whatever their needs and abilities and, within the scope of our graduated response, we aim to get to know and meet their needs.

The school's admissions policy is guided by the [Local Authority and the Code of Practice](#) where there is a clear expectation that pupils with special educational needs and disabilities will be included in mainstream schools, when this is appropriate and parental preference.

At Lawn Primary and Nursery School all children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his/her creed, race, physical ability or academic attainment. Where a child has a particular need, the school will make every effort to ensure the child's needs are fully met and all reasonable adjustments will be implemented.

The SENDCo will complete consultation paperwork sent by the LA for children with an Education, Health and Care Plan. These will be carefully considered, and the needs of the child looked at in detail. If we can meet the provisions detailed or meet these with reasonable adjustments, then the reply will reflect this. If not, then the response will detail why this is the case. It may be that there will be an additional funding request in order to meet the provision detailed.

If a child is transferring into the school with an Education, Health and Care Plan, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

Identification and Assessment

Lawn Primary and Nursery School recognises the importance of early identification and assessment for any child who may have a special educational need.

The school follows an 'assess, plan, do and review' cycle for all pupils including those with SEND. Teachers, in consultation with the Head teacher, Deputy Headteacher, SENDCO and Phase Leader, will be part of the process of analysing pupil performance data, discussing the impact of interventions and considering the next step in the graduated provision for SEND children at school meetings, parent meetings, when reviewing support plans / EHCP targets and during pupil progress meetings.

To provide effective support for SEND children, linked to a graduated response, the school uses the following categories of need:

- Communication and Interaction (Speech and Language Difficulties and Autistic Spectrum Conditions)
- Cognition and Learning (General LD and SpLD)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (HI, VI, PI, medical)

Behaviour

All behaviours are a form of communication and have a reason behind them. It is important to try to unpick them and attempt to alleviate the causal factors as well as giving the learner strategies to use as an alternative.

Any concerns related to a child's behaviour should be described as an underlying response to a need which the teachers involved, knowing the child, should endeavour to recognise and identify, whilst appreciating these needs may change and develop over time.

Sometimes it is necessary to allow deviances from the behaviour policy and behaviour ladder for SEND children depending on their particular needs and disabilities.

There are a number of children with Emotional Based School Avoidance (EBSA) and Mental Health issues, therefore school staff are to be mindful of this and put strategies in place to help children cope with and overcome these difficulties. The Pastoral / Nurture Team play an integral part in this too.

Some children may be offered a part-time timetable for a period of time to help to meet their needs. This will be reviewed regularly and the aim will be to increase their time in school. We will follow guidelines provided and liaise closely with the Attendance team / EWOs.

Quality First Teaching

It is the class teacher's role to deliver quality first teaching for all pupils within their care. There is the draft of a document being circulated at present by the local authority which details what Quality First Teaching should look like. This is going to be called the Inclusive Practice Guidance. All staff should refer to this and offer all its details.

Pupils are only identified as having a special educational need if they do not make adequate progress once they have had the adjustments of good quality personalised classroom teaching. At this stage the teacher will consult with the SENDCo to undertake a range of formal and informal assessments and observation, consult with parents and begin the delivery of support over and above ordinary available provision.

A child's performance within the National Curriculum or Early Years Foundation Stage is a useful measure of progress. The principles underpinning the Early Years Foundation Stage support children's learning, development and welfare, while the programmes of study for key stages 1 and 2 set out the knowledge and skills expected of children in these age groups. Children who have difficulty progressing at the expected rate might be considered to have special educational needs.

To assist in the identification of children who may have special educational needs the school can measure progress by referring to:

- Performance monitored by the teacher as part of on-going observation and assessment.
- Progress against objectives set within programmes of study.
- Standardised screening or assessment tools used in school.
- Advice and observation from outside agencies.
- Guidance from the Local Authority and National Government directives.

The school recognises that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships and will consider the following in order to decide how a child can learn effectively:

- The child's learning characteristics
- The child's social and emotional wellbeing
- The learning environment
- The requirements of the task
- The use of appropriate resources
- Teaching styles

Once a special need has been identified, the teachers and teaching assistants implement an assess-plan-do-review process using the Local Authority Core Standards for SEND and begin the graduated response. The Core Standards involve completion of the SEN Checker. This will indicate which type of need or needs are identified, and will lead to the completion of the relevant identification criteria forms. As an aide memoire to ensure all relevant provision has been provided, the relevant universal checklists are also completed.

For children in the Early Years Foundation Stage, using the information from other preschools setting and health visitors, the school will assess current levels of attainment on entry in order to ensure that it builds upon the pattern of learning and experience already established during a child's early and pre-school years.

If a child has an identified special educational need, or they appear to have, when they join Lawn Primary and Nursery School, the SENDCO and the child's class teacher will:

- Make contact with previous school to gather information and documents.
- Use information arising from the child's previous experience to provide starting points for their curricular development.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular assessment process to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that on-going observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents and carers in developing and implementing a joint learning approach at home and in school.

Arrangements for Co-ordinating SEND Provision

The needs of the majority of the children will be met within the classroom through quality first teaching. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the classroom and the school. For some children it will be necessary for them to spend some time in individual or small group work in the classroom, or being withdrawn

for specific, timed activities related to their identified needs. This may be delivered by the teacher, teaching assistants or key worker and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. It may also involve discussions and adaptations for trips, visits, clubs and residential to try to include all children as far as possible – this may be with more support, parental involvement or other adaptations.

Teaching staff are required to ensure all SEND record keeping is kept up to date in order to track progress and evaluate the impact of interventions. It is important that all interventions have entry and exit data completed (assessed in the same way) so that progress can be reviewed.

The SENDCO, will guide and monitor the SEND intervention provision, during the cycle of assessment reviews and informally when the need arises.

Access to the Curriculum

Lawn Primary and Nursery School provides a broad, balanced and adapted curriculum for all children. When planning, teachers have high expectations, set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. It is important that Cognitive Load is considered – that which is intrinsic within the task and reducing, where possible, that extrinsic to the task.

Teachers respond to children's needs by:

- Planning activities suitable for the whole range of needs of the children within their class, being sure to include SEND children in all activities possible.
- Providing support for those who need help with learning, communication and interaction, social, mental and emotional health and sensory and/or physical impairments.
- Utilising support staff in the classroom as much as possible to help learners to access lessons.
- Providing resources and equipment to help them access the learning ie making reasonable adjustments to help them access the lesson.
- Planning to develop learning and understanding through the use of all available senses and experiences.
- Using multi-sensory approaches to learning.
- Working towards full participation in learning for all pupils, through physical and practical activities.
- Allowing children to use a range of recording methods and technology.
- Helping children to manage their social, mental and emotional health to enable them to take part in social and learning situations effectively and safely.

Access to the Physical Environment – See Accessibility Plan

Lawn Primary and Nursery School is somewhat unusual for a primary school in that it does have a second storey in some parts. The building and school site is fully accessible for children and adults with physical disabilities – a lift is available to gain access to upstairs if required,

The ground floor is accessible to any pupils who would need to use a wheelchair. There is one area where there are steps but alongside this there is a ramp allowing access for all.

We have a number of fob access controlled doors around the site to limit the movement of children around the site. This can be especially relevant to some of the children with additional needs.

Continual improvements to the environment and its accessibility for pupils and all members of the Lawn Primary and Nursery School community are included in the development plan, general maintenance and development of the school site.

Specialist Provision

There is no special unit, or specialist facilities within the school, however, we make every effort to include children with a whole range of needs into our school community. We value this diversity and feel it is beneficial for the whole school community.

We do have :

- The Rainforest and The Orchard, where children with SEND can have a space away from the classroom
- The Woodland which is an area to cater for children with complex needs
- The sensory room where children can experience a calming environment
- The breakout space for Reception and Year 1 interventions and quiet space
- The nurture room where Pastoral and Nurture interventions take place
- and a number of other spaces which are used for a range of interventions and provisions for high needs children / children with additional needs.

Some children, who are registered at Lawn Primary and Nursery School, do attend other settings (Alternative Provisions) for some of the timetable. These may be more specialist settings where their needs can be met in different ways. The purpose and rationale of these programmes are noted. They are monitored for safeguarding purposes and targets / progress is reviewed. Each child who attends another provision has a folder within their SEND folder which contains the details of the placement and records the reviews and monitoring.

Allocation of Resources

At Lawn Primary and Nursery School the organisation of support for children with special educational needs is determined by the availability of resources, both human and physical. It is at the discretion of the Head Teacher and the Governing Body as to how financial resources from the school budget are allocated.

Some pupils with significant SEND may have named Local Authority additional funding either in the form of Education and Health Care Plans (the banding level of these determines the level of funding allocated) or with additional Bespoke Funding packages.

Physical aids may be required by some children and more specialist equipment and furniture is resourced through specialist support services. A wide range of less specialist equipment and resources are readily available throughout the school. Some specialist resources are kept in a central store (SENDCo office). Any requests for additional resources are made to the SENDCo, who holds a nominal budget for purchase of items required.

The school will ensure that pupils with SEND will benefit from funds allocated to them in a range of ways:

- The purchase of additional resources in the form of technology, books, and teaching materials.
- The appointment or re-allocation of teachers and teaching assistants.
- Time allocated to the SENDCo to manage the support for SEND and meet the objectives of this policy.

Lawn Primary and Nursery School employs a range of teaching assistants. Their deployment, in relation to SEND, is dependent upon the special educational needs of individual children, the EHCP documentation, the allocation of SEND funding and the demands on the school budget.

Teaching assistants may perform their duties by working with an individual or group of children, or as support in the classroom. They work under the guidance of the class teacher in consultation with the SENDCo. Their role will be recorded on their contracts. They will use the EHCP documents, support plans, provision maps and reports from outside agencies to inform their work. They will be fully involved in the learning of children, be involved with the questioning / learning during teacher input, help, support or challenge children during group or independent work and will 'rescue a lesson' if the task planned appears too easy or too difficult for an individual or group. Teaching assistants encourage children to do their best, have a go and encourage independence (even if for a very short period of time). They are encouraged to assist children to learn rather than giving them the answers. SEND pupil books are not expected to look perfect but rather children should be encouraged to have a go and then any mis-conceptions to be tackled. Teachers and Teaching Assistants are encouraged to help SEND children using the principles of the Scaffolding Triangle.

At times of staff absence, teaching assistants may need to be directed to other roles – working with a different learner(s) or working in a different classroom.

Across the school, many Teachers and Teaching Assistants have received training in many areas including:

- How to support children during lessons and encourage independence
- Working with children with social communication difficulties, including Autism
- Implementing gross and fine motor skill programmes
- Working with children with Physical Disabilities
- Working with children with Specific Learning Difficulties/Dyslexia
- Working with children with visual and hearing impairments
- Delivering specialist reading / spelling intervention programmes
- Delivering phonics teaching
- Supporting children with social, emotional and mental health issues

- Supporting children with ICT programmes
- Supporting and managing challenging behaviours
- Use of Social Stories
- The Zones of Regulation

Lawn Primary and Nursery School recognises the value of support from parents, carers and members of the wider community and welcomes offers of assistance.

Ongoing Assessment of SEND Children

Across the school information is gathered and recorded to help with the provision for each child and ensure their needs are understood and met throughout their journey through our school and on into secondary school (or their new school should they leave part way through their primary journey).

In Nursery, a range of records of progress are completed : Two Year Progress Check, Developmental Summary, Gradual Steps and Snap Shots. If a child is showing needs in terms of cognition and learning, communication and interaction, social and emotional health etc. then they will have a Support Plan written. They may be referred to the Early Years Team for support and advice. There is the opportunity to apply for additional funding for support, prior to starting in Reception.

In Foundation Stage, baseline assessments are performed when children begin in Reception class. The Gradual Steps document is then used to assess progress throughout the year. If a child is showing needs in terms of cognition and learning, communication and interaction, social and emotional health etc. then they will have a Support Plan written. They may be referred to outside agencies for additional support/ advice.

In Year groups 1-6, there are assessment points throughout the year. There are a range of assessment tools. Assessment outcomes are reported on INSIGHT. If children are working significantly below age related expectation, they are recorded as being PYG-1, PYG-2 etc. (PYG-1 means the child is working one year behind expected etc). These children are then assessed using the Pre-Key stage Standards and the outcome is also recorded on INSIGHT. Children unable to access subject specific study, are assessed using the Engagement Model and scored on the five criteria – these scores are also recorded on INSIGHT. This gives us a method of capturing and tracking progress of SEND children which is really important for their self-esteem to quantify some of their improvements and for parents to celebrate this progress too.

By breaking down the existing levels of attainment into small steps and targets we strive to ensure that children experience success.

The Role of EHCP Targets, Support Plans, Provision Maps, Class Profiles, Relational & Co-Regulation Plans

These are all documents produced at school for planning, teaching, and reviewing support given to SEND children. They may give details of support and adjustments required for children to

access learning, may give details of interventions to be undertaken in or out of the classroom or give details on how to support children with emotional / behavioural / communication needs.

These documents contain additional and different activities from those provided for all pupils through an adapted curriculum planned by the class teacher. They are individualised for each SEND child and act as a guide for all staff, highlighting how to help that specific child with their specific need(s). They are stored under their SEND Profile and all staff have access to them. Documents are shared with parents too.

Storing Information

All SEND records are stored securely. Each child has their own folder under the SEND Profiles section. In these folders we store :

- Records of SENCo and Parental Meetings
- Records of Observations by the SENCo
- SEN Support Plans
- EHCP Documents and EHCP Target Reviews
- Behaviour Risk Assessments
- Relational and Co-Regulation Plans
- Referrals to and Reports from outside agencies
- Any other relevant documentation

Class Provision Maps are stored securely in the Provision Maps folder on the school server for staff to access.

Copies of SEN Support plans and Provision Maps are stored securely in the classrooms (in the SEND Folders) for access and use by all key members of staff.

Each pupil with an EHCP has an individual named folder in the classroom. This contains a copy of the most recent EHCP, most recent Annual Review Document, the most recent EHCP Target Review and sheets containing the Long-Term Targets and the most recent Short Term Targets being worked upon. There are sections where staff can record comments and progress towards these targets.

Each child has a transition document which is passed along the school and details a range of information to assist the new teacher in learning about the pupil, their background and needs and thus being consistent in level of support. This is a way to capture some information which may be missed e.g., if they wear glasses, use wobble cushion etc.

Some children will have Early Help Conversation which may lead to TAF (Team Around the Family) Meetings. This information is stored in the TAF Folder under their name and shared with Contact Swindon.

Information for a pupil who transfers to another school or pre-school setting is passed to the receiving setting, often this is via CPOMs recording system. The SENDCo will contact the receiving setting to ensure there is a discussion regarding the pupil's SEND needs, provision and attainment, including rate of progress.

Pupils who transfer to secondary education will have their current SEND information and provision shared in preparation for transfer to the receiving secondary school. The most effective way to share this information is via CPOMs, if the receiving school uses this system, otherwise by secure email. The SENDCo will liaise with the SENDCo of the relevant secondary schools and assist with transition. There may be additional visits or meetings.

Monitoring SEND at Lawn Primary and Nursery School

Lawn Primary and Nursery School recognises the need for regularly monitoring the number of children with SEND. This information can be found in the following forms:

- Class Profile Document : As well as recording children with SEND this document has information related to children with EAL, medical needs, free school meals, looked after children and young carers.
- Support Plans detail the strengths of the learner, barriers to their learning, desired outcomes, and strategies to use to try to achieve these. They are reviewed three times a year to reflect the pupil progress review cycle. Each intervention needs entry and exit data to assess the effectiveness of the support.
- Year Group Provision Maps for pupils are reviewed to reflect pupil progress review cycle. The maps relate to each intervention delivered by a teacher/TA and record the children (individual/group) receiving the intervention and the progress made. Staff are required to complete a pre intervention and post intervention assessment (using the same method) as part of the evaluation process. The provision maps record the type of intervention delivered and the number of children who received intervention within a year group, who leads it, when it is completed and the duration.
- Children with an Education, Health and Care Plan : Their assessment, provision and review is recorded on the target sheets in their files, EHCP target review forms (completed 3 x a year) and discussed in detail at their Annual Reviews with parents, school staff and other professionals (if applicable).

Partnership with Pupils

Lawn Primary and Nursery School believes it is the right of children with special educational needs to be involved in making decisions and exercising choice.

Through discussion pupils are encouraged to participate in reviewing their SEND support from an early age. SEND Pupil voice is gathered formally on an annual basis via questionnaire. Children with an EHCP have the opportunity to update pupil voice at their Annual Review.

SEND Inclusion in school groups eg Green Team and School Council and other specific roles is logged and monitored.

The school recognises that children with SEND may experience feelings of confusion, anxiety or stigma and will need advice and support in order to become an active participant in any programme of intervention proposed by the school. SEND children are often also under the remit of the Pastoral / Nurture Team for this reason.

The school will:

- Provide clear and accurate information about the child's special educational need and the purpose of any assessment, individual education plan or intervention.
- Ensure that the child understands the aims of any intervention and how they can be a partner in reviewing their progress and working towards new goals and challenges.
- Explain what additional support or assessment arrangements are being made and how they can contribute to them.
- Consult with children, where possible, who need individual support (whether through equipment or an SEN teaching assistant) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- Recognise the potential stress of assessment and review arrangements and ensure that the child understands the role and contribution of any other professionals that may be involved.
- Make adjustments, where necessary, to the assessment and review process to ensure the learner is able to demonstrate their true level of progress and attainment.
- Be aware that many children may already have contact with other professionals in child health, mental health, social services, or other agencies.

Partnership with Parents or Carers

Parents/carers have statutory rights to contribute to the decision-making process about their child's education. Lawn Primary and Nursery School values a successful partnership with parents and carers of children with special educational needs and disabilities and recognises the important implications for the child's educational progress. The school will maintain partnerships with parents and carers by the following means:

- For the Primary School, The Home School Agreement and the Home School Link Book will be an aspect of this partnership.
- The school will record and act upon concerns expressed by parents and carers.
- The school will offer the support of the Family Support Team to support parents / carers where appropriate.
- The school encourages staff to be mindful of the pressures a parent or carer may be under because of the additional educational, emotional and/or physical needs of their child.
- Parental or carers' views will always be sought in assessment, decision making and subsequent intervention reviews.
- The school will respect differing opinions and seek constructive ways of reconciling different viewpoints.
- The school will strive to ensure that parents and carers understand procedures, are offered support in preparing their contributions and are given documents to be discussed well before meetings.
- The school respects the differing needs parents themselves may have, such as a disability or communication barrier and recognises the need for flexibility in the provision of information, timing, and structure of meetings.

- The school will make arrangements to help parents and carers feel confident and comfortable during discussions concerning their child's SEND.
- The school will endeavour to make available information on SEND services provided by the Local Authority and other national and voluntary organisations.
- Parents are sent the SEN News Splash and details of events / support on offer.
- Parental Coffee Mornings and Training sessions are offered.
- Advice sheets for parents are available.
- Parents receive copies of the Support Plans when reviewed three times per year.
- Parents of children with an EHCP receive reviews of the short term targets three times a year. They attend the annual review and have the opportunity to change their views and preferences at this point.
- The school will ensure parents and carers have access to the SEND policy, Local Offer and SEND Annual Report for Parents published on the school website.
- To help improve levels of engagement and the quality of SEND intervention and support, the SENDCo will ensure the views of parents and carers are sought and considered in reviewing the SEND policy.

Lawn Primary and Nursery School publishes the Special Educational Needs Disability Local Offer on the school website as well as the SEND Annual Report for Parents.

We are aware that some parents may have special educational needs themselves and as such we are more than happy to help any parent complete school based forms and paperwork relevant to their child's SEND needs, this being the case whether a parent has special educational needs, language needs or just requires reassurance and support. (We are also aware that some parents may have English as an additional language).

Links with Outside Agencies

Lawn Primary and Nursery School recognises the important role the support services play in helping to identify, assess and make provision for children with special educational needs.

The school is aware and uses a range of services provided by the Local Authority and operates a multi-disciplinary approach for children with special educational needs and disabilities.

Lawn Primary and Nursery liaises and works directly with a range of agencies to support children with identified SEND, their parents and staff including:

- Educational Psychology Service
- Speech and Language Therapy Service (SaLT)
- Hearing Support Team
- Advisory Teachers for Cognition and Learning (ATCL)
- Social, Emotional and Mental Health (SEMH) Team
- BeU Swindon
- Community Paediatrician
- Swindon Assistive Technology Services
- Disability Advisory Teacher
- Physiotherapy Team
- Occupational Therapy Service
- Swindon SEND Families Voice

Some children get outreach support from local specialist settings.

The school will ensure that where a child is in the care of the local authority the child's social worker, carer and, where applicable, the parents are fully involved in decisions relating to their child's education and SEND.

Where it is necessary to contact outside agencies, the SENDCO will make the arrangements in consultation with the class teacher and contact the parents accordingly.

The school uses the support services in accordance with Local Authority provision.

Links with other schools

Liaison and visits to other early years settings and other primary and secondary schools are maintained to ensure a smooth transition to and from our school.

Once children in Nursery have been allocated a Primary School placement, staff work with nursery settings to ensure a positive transition for children with SEND. The Phase 1 leader visits children in their settings and arrangements are made for the children to visit the school. Home visits are also conducted.

The SENDCO will also liaise with the SENDCO from relevant pre-school and nursery settings and health visiting teams and attend transition meetings for those children with SEND. If necessary, they will also liaise with other support agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and their peers to ensure that they have a smooth transition. Taster sessions or days may be offered if needed. There may be a transition time where hours are reduced, building up to full time at our school.

During Year 5 and throughout Year 6, links are maintained with secondary schools in the area to ensure a positive transition for children with SEND. Staff from secondary schools visit and specialist staff from the learning support faculty are encouraged to maintain close liaison. Secondary School SENDCOs are invited to Phase Transfer Reviews / Annual Reviews of Education, Health and Care Plans of SEND pupils in Year 6.

Dealing with Complaints

Parents are requested in the first instance to contact the class teacher, the SENDCO or the Head teacher if they feel aggrieved about an issue. The governors recognise that some SEND related problems may arise that cannot be resolved except by the use of a formal complaint procedure. See the Complaints Policy for further details and how to place a formal complaint.

Monitoring the effectiveness of the SEND policy

The Lawn Primary and Nursery School governing body recognises the requirement of the Code of Practice to comment on the effectiveness of the school's SEND policy. The following success criteria have been identified to enable the SENDCo, Head teacher and SEND Governors, to monitor and evaluate the policy.

- Teachers are aware of their SEND responsibilities.
- There is a SEND register which is regularly reviewed.
- Teachers and support staff are aware of procedures for children with SEND.
- All teachers' weekly plans show evidence of adapted tasks.
- Data on individual pupil progress over time is monitored and used for target setting.
- The graduated approach to SEND support clearly identifies children at the stages of 'SEND Support' and 'Education, Health and Care Plans' described in the Code of Practice 0-25 years Guidance.
- The support plans, EHCP target reviews and provision maps are updated at least three times a year. Targets are SMART and there is entry and exit assessments.
- Relevant staff are aware of targets for children with SEND.
- Parents and carers are informed about all expressions of concern related to their child.
- Where appropriate, pupils are aware of their targets.
- SEND pupil voice is undertaken (where appropriate) to collect information on how SEND pupils see their learning and their response to the school provision.
- Children's targets are discussed with parents/carers during parent teacher evenings and informally when the need arises.
- All concerns are responded to promptly.
- Data collected from parent surveys express satisfaction with SEND provision.
- SEND issues are included in staff development planning.
- The SENDCO has a SEND action plan linked to the school development plan.
- The SENDCo aims to meet with the SEND Governor regularly during the academic year.

Reviewing the Policy

- The SEND policy will be reviewed annually by the SENCo, or more regularly if needed.
- The policy will be reviewed by the SENDCo and the SEND Governors in January each year.
- Parental views will be sought and considered through discussion and questionnaires.
- Pupil views will be sought and considered through 1:1 / small group interviews.
- The policy will be ratified by the Governing Body after being reviewed.
- The SENDCo will ensure the policy is shared annually with the teaching staff.