



Special Educational Needs & Disability (SEND) Policy



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1. What are the aims of this document?

Our SEND 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 and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
 - Make sure the SEND policy is understood and implemented consistently by all staff.

2. What is our vision and values for pupils with SEND?

At Spring Lane Primary School all pupils, regardless of their needs, are provided with inclusive teaching and environments which will enable them to make the best possible progress and feel that they are a valued member of the wider academy community. Our vision is to ensure that every pupil with SEND:

- Receives high-quality, inclusive teaching and access to environments that allow them to make the best possible progress.
- Feels valued as a member of the wider school community, fostering a sense of belonging and self-worth.
- Meets or exceeds expectations set for them, measured against national data and tailored to their age, stage of development, and starting points.

- Has access to personalised support that is responsive to their needs, abilities, and aspirations, while still participating in a broad and balanced curriculum.
- Develops confidence, independence, and resilience, preparing them to make successful transitions to the next phase of their educational journey.
- Experiences an environment where inclusion is central, and provision is carefully tailored to ensure they can thrive academically, socially, and emotionally.

We are committed to creating an environment where pupils with SEND are not only supported to achieve but are empowered to become confident, capable, and fulfilled individuals.

3. What legislation and guidance do we refer to?

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 (EHCPs), SEND coordinators' (SENDCOs) and the special educational needs (SEND) information report.
- The Special Educational Needs and Disability Regulations 2014 – statutory guidance is available in paragraphs 6.79 to 6.82 of the SEND code of practice: 0 to 25 years.
- 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 guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND.
- The 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.
- This policy also complies with our funding agreement and articles of association.

4. How do we strive for inclusion and equal opportunities?

At Spring Lane, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. What do our definitions mean?

5.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have learning difficulties or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.

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

5.2 Disability

Pupils are considered to have a disability if they have 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 Four Broad Areas of Need

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

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

Broad 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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall into 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: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • 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
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. What are our SEND roles and responsibilities?

6.1 The SENDCo

The Lead SENDCo is Trisha Patel and Deputy SENDCo is Kirstie Hill, they can be contacted on sendco@springlaneprimary.com

They will:

- Inform any parents/carers that their child may have SEND and then liaise with them about the pupil's needs and any provision made, with a focus on early intervention.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated/scaffolded teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out (though the duties can be delegated to a committee or an individual):

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.

- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

6.3 The Education Standards governor

The governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and information report along with the provision in the school.

6.4 The Headteacher/Head of School

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 The Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated or scaffolded to meet pupil needs through a graduated approach.
- 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 consider how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.

- Communicating with parents/carers regularly to:
 - Set clear outcomes, SMART targets and review progress towards them three times a year.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents/carers' concerns and agree with their aspirations for the pupil.

6.6 The Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child and the progress made as a result of research-based intervention(s)
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupils' progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

6.7 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending and contributing to review meetings or hearing from the class teacher about the progress they have made on their Personalised Learning Plans (PLP's).
- Giving feedback on the effectiveness of interventions

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

7. Our SEND Information Report

The school publishes a SEND 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.

8. What is our approach to SEND support?

8.1 Identifying pupils with SEND and assessing their needs.

At our school and once each pupil is settled, we baseline current skills and levels of attainment according to their key stage and/or reported ability. We build on information from previous settings and key stages, prioritising effective communication with colleagues as part of each pupil's transition. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make, being pro-active in our approach.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better their previous rate of progress.
- Does not close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded or differentiated high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND.
- They are known to external agencies.
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers.

Our school will put the pupils and their parents/carers at the heart of all decisions made about special educational provision.

When we aim to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider any concerns the parents/carers have.
- 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 pupils' record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupils and their parents/carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to a research-based intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupils will be made aware of the pupils' needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff on our Insight tracking system.

Parent/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support, research-based interventions and their impact on the pupil's progress will be reviewed in line with agreed dates.

This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENDCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision.

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

- Tracking pupils' progress through our INSIGHT Trust-wide assessment system and by using individual provision maps
- Where a pupil is recorded as 'Significantly Behind Standard (SBS)', our school breaks this assessment down further, using a 'SEND Assessment' so that data accurately reflects what year group the child is working within.
- Carrying out the review stage of the graduated approach in every cycle of SEND support.
- Using pupil questionnaires
- Monitoring by the SENDCO/Inclusion Leader
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Why does attendance matter?

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. What safeguarding and pastoral Support do we offer?

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Our pastoral support links to the 'Social, Emotional and Mental Health' broad area of need. At school and pastorally, we offer pupils with SEND the following research-based interventions:

- A dedicated Wellbeing Team, providing targeted pastoral, welfare and safeguarding support for pupils and families.
- Trusted-adult support for pupils who benefit from consistent relationships, regular check-ins and support with emotional regulation.
- Individual and small-group pastoral interventions, targeted according to identified need, including support with emotional literacy, self-esteem, friendships, social interaction, anxiety and emotional regulation such as protective behaviours intervention.
- Zones of Regulation/emotional regulation approaches, supporting pupils to recognise, understand and manage their emotions and develop appropriate strategies for self-regulation.
- Social skills and friendship interventions for pupils requiring additional support to develop positive relationships, communication and interaction such as Zippy's Friends, Apples Friends and Passport Intervention.
- Individual regulation plans and personalised strategies, including access to movement breaks, sensory/regulation resources, calm spaces and adapted routines where these form part of a pupil's identified provision.
- Check-in/check-out and transition support, including additional support at key points of the school day or during periods of change.
- A positive, relational approach to behaviour, with individual adaptations where required for pupils with SEND, whilst maintaining high expectations for all.
- Targeted attendance and welfare support, working alongside pupils and families where SEND, anxiety or emotional needs create barriers to regular attendance.
- Close working between the SENDCo, Wellbeing Team, safeguarding team, teachers and families to identify emerging needs, plan provision and regularly review its impact.
- Referral to and collaborative working with external professionals and specialist services where a pupil's needs require support beyond the school's ordinarily available provision.
- Targeted additional provision, including support from external providers such as Service Six, CAMHS and Kids Aid, for identified pupils who require a more personalised approach to engagement, emotional regulation and accessing learning. Provision is planned around individual need, regularly reviewed and supports pupils to access their mainstream classroom wherever this is appropriate.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. What is the expertise and training of our staff?

All teachers and support staff undertake an induction when they join Spring Lane Primary School. As part of this, staff meet with the SENDCos to understand the school's systems, structures and expectations for SEND provision and inclusive practice. This includes consideration of the needs of individual pupils they will be working with and any specific training or support required to enable them to meet those needs effectively.

Staff development is ongoing and responsive to the needs of our pupils. Teaching and support staff access a range of relevant training, which may include areas such as autism, speech, language and communication, social, emotional and mental health needs, positive handling, medical needs and specific SEND interventions. Where a pupil has a particular need, additional training and advice will be sought to ensure staff have the knowledge and confidence to provide appropriate support.

SEND is a regular focus of professional development and staff discussion. Dedicated SEND meetings and training are planned throughout the year, alongside regular opportunities for staff to discuss individual pupils, provision, adaptations and emerging needs.

The Headteacher and SENDCos access relevant local authority networks and briefings, including quadrant meetings, to remain informed about local and national SEND developments. As part of Campfire Education Trust, the school also benefits from Trust-wide professional development, SEND audits and reviews, leadership support and opportunities to collaborate and share effective practice across schools.

Spring Lane has a multidisciplinary staff team comprising teachers, teaching assistants and higher-level support staff alongside dedicated inclusion, safeguarding, attendance, welfare and pastoral capacity. This enables us to respond to pupils' needs through a graduated approach and to draw on different areas of expertise across the school.

The Headteacher and SENDCos regularly review the knowledge, skills and training needs of staff. Professional development is then planned in response to identified pupil needs, developments in SEND practice and the school's wider improvement priorities.

12. Our links with external professional agencies

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- SEND Specialist teachers and Inclusion, Intervention Support Team (IIST)
- Educational Psychologists
- Occupational Therapists, Speech and Language Therapists or Physiotherapists
- Health visitor (under 5s)
- Community Paediatrician Team
- School nurses/ 0-19 Team
- Mental Health Support Team (MHST)
- Child and adolescent mental health services (CAMHS)
- Kids Aid Practitioners
- Play Therapists
- Holistic Approach to Reducing Permanent Exclusions and Suspensions (HARPS)
- School Attendance Support Officers (SASO)
- Children's Diabetes Service
- Children's Epilepsy Service
- Northamptonshire Hearing and Vision Specialist Team (HVST)
- SENDIAS
- Local NHS services
- Multi-agency safeguarding hub (MASH)
- Social Services
- Family Centres

13. What are our admission and accessibility arrangements?

13.1 Admission arrangements

The school has an agreed Published Admission Number (PAN) of 30 for entry in Reception.

Places will first be allocated to:

- Children who have an Educational Health Care Plan (EHCP) which names the school as the appropriate provision.
- Children in care or were previously in care as defined in the Schools Admission Code 2021
- Children of Trust staff who wish their child to attend the school they work at
- Children who have a sibling who will attend during the time of admission ➤ Other children.

At Spring Lane Primary school, we know how important it is for every child to have a smooth transition into the school. If a child starts with us in nursery or Reception, then any child who has previously been identified as a child with SEN or has a disability, then extra visits by the SENDCO/Early Years leader will take place. This will ensure that we have as much information about the child as possible and allows us to build strong relationships between the child and the adults in school. If a child starts school in years 1-6, then all information is requested from their previous school, and an extra meeting is arranged with the class teacher and/ or the SENDCO/Inclusion leader.

13.2 Accessibility arrangements

Accessibility arrangements

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school recognises and values the young person's knowledge, parents'/ carers' knowledge of their child's disability recognises the effect their disability has on his/her ability to carry out activities, respects the parents'/ carers' and child's right to confidentiality provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- Our staff recognise their duty under the Equality Act: Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage ➤ To reduce any physical barriers to learning, providing support and equipment when necessary
- To publish an accessibility plan- see Spring Lane's accessibility plan:
[https://www.Spring Laneprimaryschool.co.uk/page/?title=Policies&pid=48](https://www.SpringLaneprimaryschool.co.uk/page/?title=Policies&pid=48)

14. What are our complaints procedures for SEND provision?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENDCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy. [Spring Lane Primary - Policies](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

West Northants Mediation Services are provided by Global Mediation LTD. Further information can be found here: <https://www.globalmediation.co.uk/>

By following these steps, we aim to ensure that complaints about SEND provision are handled fairly, transparently, and with the best interests of the pupil in mind.

15. How do we monitor and evaluate this SEND Policy?

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our aims.

We will evaluate how effective our SEND provision is with regards to:

- Accurate end-of-year data for all pupils with SEND so that teaching is pitched correctly and enables progress.
- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy.

This policy will be reviewed annually by the Education Standards Director. -It is approved by the Board of Trustees before issuing at school level. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

16. Links with our other policies and documents

This policy links to the following documents:

- SEND Information Report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

17. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams.

Annual review – an annual meeting to review the provision in a pupil's EHC plan.

Broad area of need – the four areas of need describe different types of needs a pupil with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation/scaffolding – when teachers adapt how they teach in response to a pupil's needs.

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan (EHCP) – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.

Outcome – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment.

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

SENDCO – the special educational needs and disability coordinator

SEN – special educational needs

SEND – special educational needs and disabilities.

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND.

SEND information report – a report that schools must publish on their website that explains how the school supports pupils with SEND.

SEN support – special educational provision which meets the needs of pupils with SEN and who do not have an EHCP.

Transition – when a pupil moves between years, phases, schools or institutions or life stages.