

Lever Edge Primary Academy

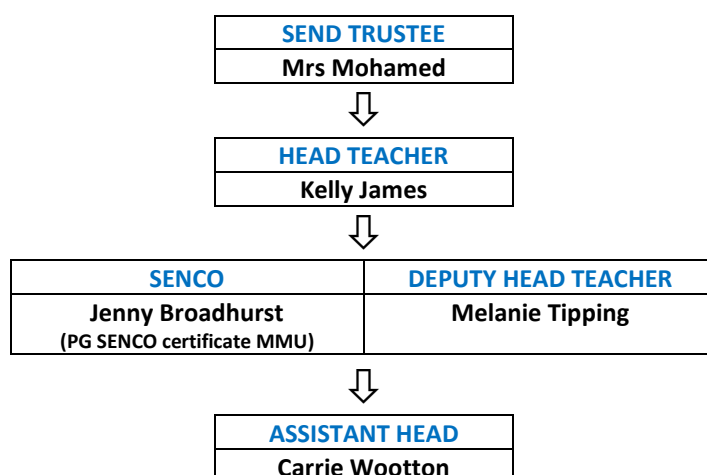


Special Educational Needs and Disabilities Policy

Reviewed: Autumn Term 2025
Next Review: Autumn Term 2026



SEND TEAM



**“All teachers are teachers of children with Special Educational Needs” –
SEND Code of Practice 2014**

1. Legal Framework

This policy is based on the statutory **SEND Code of Practice (2015)** and complies with the following legislation:

- **Part 3 of the Children and Families Act 2014**, which outlines schools’ responsibilities for pupils with SEND
- **The Special Educational Needs and Disability Regulations 2014**, which detail schools’ duties regarding Education, Health and Care (EHC) plans, SEND Co-ordinators (SENCOs), and the SEND Information Report

2. Ethos and Vision

At Lever Edge Primary Academy, we are committed to promoting equal opportunities for all pupils and fostering an inclusive environment where every child can thrive.

We believe that:

- All children, including those with SEND, should be enabled to reach their full potential, academically, socially, and emotionally.
- High-quality, inclusive teaching is the foundation for effective SEND provision.
- Learning should occur in a climate of warmth, understanding and support, where children develop self-confidence, self-esteem, and a sense of belonging.
- Nearly all children with SEND can be successfully included in mainstream education with the right support and strategies.
- The achievements and progress of every child are valued in relation to their own starting points and potential, not simply in comparison to others.

We have high aspirations for every pupil and are committed to removing barriers to learning.

3. Aims and Objectives

Our objectives are to:

- Identify barriers to learning and participation as early as possible
- Ensure that every child experiences success and achieves to the highest possible standard
- Support full and effective participation in all lessons
- Value and encourage all children's contributions to the life of the school
- Work in partnership with parents and carers
- Collaborate with the Board of Trustees in fulfilling statutory duties
- Work closely with external agencies to support teaching and learning
- Ensure that all staff have access to appropriate training and support to deliver high-quality education

4. Defining SEND

In line with the SEND Code of Practice (2015):

A child has SEND if they have a learning difficulty or disability which requires special educational provision to be made. This includes children who:

- Have a significantly greater difficulty in learning than the majority of their peers
- Have a disability which prevents or hinders them from making use of educational facilities in mainstream schools

5. Our SEND Provision

In addition to our inclusive mainstream provision, Lever Edge Primary Academy hosts a 16-place SEND Unit, designed for children with severe and complex needs, with or without a diagnosis of Autism Spectrum Condition (ASC). Pupils within the unit benefit from a personalised curriculum, high staff-to-pupil ratios, and a nurturing environment that supports both academic and developmental progress.

6. Roles and Responsibilities

SEND Trustee:

- Meet regularly with the SENCO
- Monitor and support the strategic development of SEND
- Be involved in reviewing the SEND Information Report
- Promote awareness of SEND at governance level

Contact via school office: 01204 333679

Headteacher, SLT and SENCO:

- Provide strategic leadership for SEND provision
- Promote and support staff CPD
- Ensure high-quality teaching is delivered across the school
- Monitor and evaluate the effectiveness of interventions
- Facilitate positive relationships with parents
- Support SENCO in provision planning and evaluation

SENCO:

- Lead and manage all aspects of SEND provision
- Maintain and review the SEND Support List
- Coordinate support with external agencies
- Offer guidance on target setting, interventions, and resources
- Monitor the impact of provision

Teachers:

- Plan and deliver inclusive, high-quality lessons for all pupils
- Identify pupils who may have SEND and follow referral procedures
- Work collaboratively with TAs and the SENCO
- Regularly assess and review pupil progress

Teaching Assistants (TAs):

- Provide targeted support for pupils with SEND
- Engage in ongoing training and professional development
- Work under the direction of teachers and SENCO
- Contribute to observations and reviews

7. Identification, Assessment, and Review

Early Identification

The school places high importance on early intervention to address learning difficulties as soon as possible. Assessments used include:

- Ongoing teacher assessments
- Standardised testing (e.g. reading)
- Pupil progress data
- Observation and developmental checklists
- Parental consultation

Children who require additional support are added to the SEND Support List, which is reviewed termly.

The Graduated Approach

When a child is identified with SEND, we follow the Assess – Plan – Do – Review model. This includes:

1. **Assess** – Pupil's needs are identified through observations, assessments, and discussions with staff and parents.
2. **Plan** – Support and interventions are planned with clear outcomes.
3. **Do** – The support is delivered, usually within the classroom or through targeted sessions.
4. **Review** – Progress is reviewed regularly, and plans are adjusted as needed.

Support may include:

- In-class differentiation
- Small group interventions
- 1:1 support
- Involvement of external agencies (e.g. speech and language therapists, educational psychologists)

SEND Support Plans

Where further support is needed, a SEND Support Plan may be created, setting out specific, measurable targets. These are developed with input from the SENCO, class teacher, parents, and any external professionals.

SEND Behaviour Support Plans

For children with emotional, social or behavioural difficulties, a SEND Behaviour Support Plan may be put in place. These are reviewed half-termly and include small, achievable targets to reduce barriers to learning.

8. Education, Health and Care Plans (EHCPs)

Where a child has more complex or severe needs, and has not made adequate progress despite support, the school may request an EHCP assessment through the local authority. This is typically done after three full cycles of intervention and review.

An EHCP may provide:

- Additional funding
- Specialist input and provision
- Long-term support planning

9. Parental Engagement

We believe that effective SEND support is only possible when we work collaboratively with parents.

- Parents are consulted at every stage of the graduated approach
- All parents of children on the SEND Support List are invited to termly meetings

10. Monitoring and Evaluation

The impact of SEND provision is evaluated regularly. We consider:

- Progress in closing the attainment gap
- Improvement in independent learning, behaviour, and social skills
- Achievement of individual targets on Support Plans
- Outcomes from interventions and specialist input
- Progress in national assessments (e.g. end of Key Stage 2 SATs)

Staff training is also evaluated to ensure our team is well-equipped to meet pupils' diverse needs.

11. Staff Training and Development

We are committed to building staff expertise. All staff receive:

- Regular CPD on inclusive practice
- Training on specific SEND areas (e.g. Autism, ADHD, speech and language)
- Access to specialist input where needed

Staff in the SEND Unit receive additional training tailored to the complex needs of their pupils.

This policy should be read in conjunction with the school's SEND Information Report and School Offer as well as those listed below (available on the website or from the school office).

Mental Health and Wellbeing Policy

The Medical Policy

The Anti-Bullying Policy

Accessibility Policy

Teaching and Learning Policy

Equal Opportunities

This policy will be reviewed annually by the Board of Trustees.

Reviewed in: September 2025

Next review date: September 2026