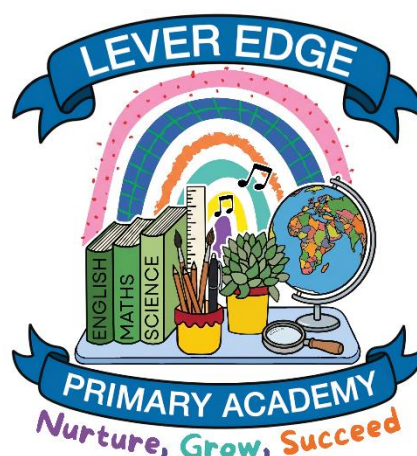


Lever Edge Primary Academy

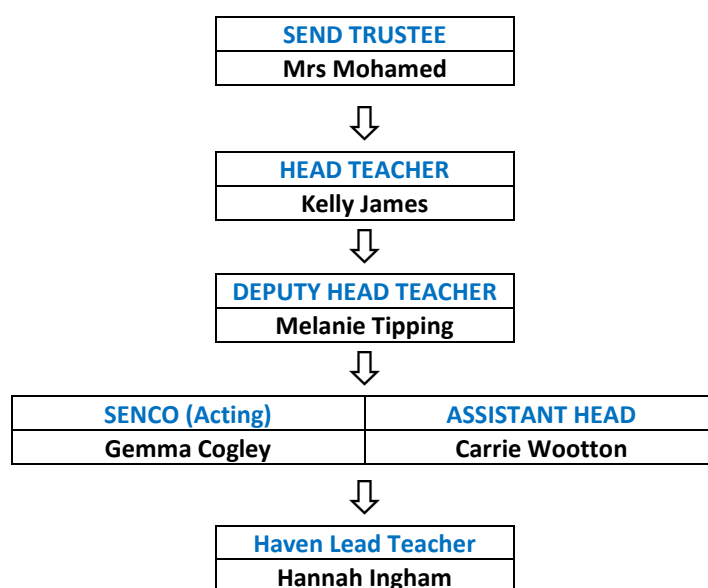


Special Educational Needs and Disabilities (SEND) and Inclusion Policy

Reviewed: Autumn Term 2026
Next Review: Autumn Term 2027



Inclusion 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, inclusion is at the heart of everything we do. We are committed to ensuring that every child is welcomed, valued, respected and able to thrive within our school community. We believe that all children should have equitable access to high-quality education, support and opportunities, enabling them to achieve their full potential and develop a strong sense of belonging.

This SEND Policy sits within and supports the school's Inclusion Strategy. We recognise that inclusion is everyone's responsibility and that all staff play a role in removing barriers to learning and participation. Our approach is guided by the principle:

"Vital for some, valuable for all."

We believe that:

- All pupils can achieve when provided with appropriate support, challenge and opportunity.
- High-quality adaptive teaching is the foundation of inclusion and effective SEND provision.
- Every child should experience success, participate fully and feel a genuine sense of belonging.
- Positive relationships, emotional wellbeing and strong partnerships are essential to successful learning.
- We have high aspirations for every pupil and are committed to removing barriers to learning, participation and achievement.

3. Inclusion Commitments

At Lever Edge Primary Academy, our SEND provision is underpinned by five Inclusion Commitments which guide all decision-making and provision:

- **We Develop Independence**

We equip pupils with the skills, strategies and confidence to become increasingly independent learners and active members of the school community.

- **We Build Resilience**

We help pupils develop confidence, perseverance and emotional regulation so they can successfully overcome barriers and challenges.

- **We Empower Confidence**

We provide opportunities for every child to experience success, recognise their strengths and develop ambitious aspirations.

- **We Foster Belonging**

We create a culture where every child feels welcomed, respected, represented and able to participate fully in all aspects of school life.

- **We Work in Partnership**

We work collaboratively with families, staff, trustees, pupils and external professionals to ensure support is responsive, personalised and effective.

4. 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

5. 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

6. Our SEND Provision

In addition to our inclusive mainstream provision, Lever Edge Primary Academy hosts a 16-place SEND Unit designed to support children with severe and complex needs, including pupils with Autism Spectrum Condition and associated needs. Provision is personalised to ensure pupils develop independence, communication skills, confidence and readiness for future learning and life.

Total Communication Approach

Lever Edge Primary Academy adopts a whole-school Total Communication approach to support understanding, participation, communication and independence for all pupils. This approach recognises that communication takes many forms and ensures that pupils are supported to understand and express themselves in ways that are meaningful and accessible to them. It is particularly important for pupils with speech, language and communication needs (SLCN).

Our Total Communication approach includes:

- Widgit symbols and visual supports
- Signalong and key word signing
- Visual timetables
- Now and Next boards
- Communication boards and books
- Augmentative and Alternative Communication (AAC), including low- and high-tech communication systems where appropriate
- Social stories
- Structured language approaches
- Key vocabulary and language scaffolding
- Choice-making and opportunities for pupil voice
- Sensory and emotional regulation supports
- Appropriate processing time and supportive interaction strategies

These approaches are embedded across classrooms and the wider school environment to promote successful inclusion and ensure that pupils can access learning, routines and social opportunities.

Staff use and model a range of communication strategies alongside spoken language, including symbols, signing, gesture, visual prompts, repetition, simplified language, AAC and appropriate processing time. Communication support is adapted to meet individual needs, recognising each pupil's preferred and most effective methods of communication.

Where appropriate, pupils will have an individual communication profile or system identifying how they communicate and the strategies that support them. Staff work collaboratively with parents/carers and relevant professionals to promote consistency and ensure that pupils are supported to develop their communication, confidence, independence and ability to express their needs, choices, thoughts and feelings. Our aim is to ensure that every pupil has a meaningful way to communicate and that their voice is heard, valued and respected.

7. 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 and Haven Lead:

- 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
- Monitoring and evaluating the impact of SEND provision on pupil progress and outcomes.
- Supporting staff with the Assess, Plan, Do, Review cycle and relevant SEND documentation, including EHCP Annual Reviews.

Teachers:

- Planning and delivering high-quality adaptive teaching that promotes participation, independence and success for all pupils, making appropriate reasonable adjustments while maintaining high expectations.
- Identifying pupils who may have SEND and following the school's referral procedures.
- Working collaboratively with TAs, the SENCO, parents/carers and relevant professionals.
- Assessing, monitoring and reviewing pupil progress and implementing agreed SEND strategies and support.
- Contributing to the Assess, Plan, Do, Review cycle and completing relevant SEND documentation, including Annual Review paperwork for pupils with Education, Health and Care Plans (EHCPs).

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
- Engaging in relevant training and professional development to develop their knowledge and skills in supporting pupils with SEND.

8. Identification, Assessment, and Review

Early Identification

The school places a high priority on the early identification and intervention of SEND, so that barriers to learning can be identified and addressed as soon as possible. A range of information is used to identify pupils who may require additional support, including:

- Ongoing teacher assessments
- Standardised testing (e.g. reading)
- Pupil progress data
- Observation and developmental checklists
- Pupil and Parental consultation
- Discussions with school staff and relevant professionals

Where a pupil is identified as requiring additional SEND support, they may be placed on the SEND Support List, which is reviewed regularly and formally monitored each term.

The school's SEND Assessment Booklets are used to support the assessment and monitoring of pupils who are working below age-related expectations, including pupils working below the Early Years Foundation Stage (EYFS) level. The booklets contain assessment statements that identify individual skills and developmental steps, enabling staff to identify gaps in learning and development, establish appropriate next steps and monitor progress over time.

The assessment information is used to inform target setting, adaptive teaching, interventions and individualised support plans, with the aim of helping pupils develop the skills they need to reduce gaps and make progress towards greater independence.

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 and timescales.
3. **Do** – The support is delivered, usually within the classroom or through targeted sessions. through high-quality adaptive teaching, classroom strategies or targeted provision.
4. **Review** – Progress is reviewed regularly, and provision and plans are adjusted as needed.

Support may include:

- Adaptive teaching
- Scaffolded learning approaches
- Reasonable adjustments
- Visual communication supports
- Targeted intervention programmes
- Small group provision
- Individualised support
- Involvement of external agencies where appropriate

The primary aim of all support is to remove or reduce barriers promote participation, independence, confidence and successful access to learning.

SEND Support Plans

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

SEND Behaviour Support Plans

Where a pupil's emotional, social or behavioural needs are creating barriers to learning, a SEND Behaviour Support Plan may be put in place. The school recognises that behaviour can be a communication of an unmet need and may be an indicator of an underlying SEND need. Staff will consider possible contributing factors, including communication and language difficulties, sensory needs, emotional regulation, social understanding, cognition and learning, and the learning environment. Where appropriate, the Assess – Plan – Do – Review process will be used to identify and address the underlying needs contributing to a pupil's behaviour. Support will focus on reducing barriers, developing communication and emotional regulation skills, and teaching appropriate alternative ways for pupils to express their needs.

SEND Behaviour Support Plans will identify individual needs, appropriate strategies and small, achievable targets to support positive behaviour, emotional regulation, engagement and access to learning. Plans are reviewed at least half-termly and adapted in response to the pupil's progress and changing needs.

9. Education, Health and Care Plans (EHCPs)

Where a pupil has significant or complex special educational needs and requires provision beyond that which can reasonably be provided through ordinarily available SEND support, the school may request an Education, Health and Care (EHC) needs assessment from the local authority.

Requests are informed by evidence gathered through the Assess – Plan – Do – Review process, including the pupil's needs, progress, provision already put in place and the impact of support. A request may be made when it is considered necessary and appropriate; there is no requirement to complete a fixed number of intervention cycles before requesting an assessment.

An EHCP may provide:

- Clearly identified special educational provision and outcomes
- Additional or targeted funding where appropriate
- Specialist advice, support and provision
- Coordinated support across education, health and social care, where required
- Longer-term planning to support the pupil's needs, progress and preparation for adulthood

Where a pupil has an EHCP, the school will ensure that the provision specified is implemented and will work collaboratively with parents/carers, the pupil and relevant professionals. EHCPs are reviewed **at least annually** through the Annual Review process, with the pupil and parents/carers involved in reviewing progress, outcomes and future provision.

10. Parental Engagement

Families are recognised as equal partners in the SEND process. The school seeks to build positive and effective relationships with parents through regular communication, review meetings, workshops, transition support and opportunities to contribute to decision-making regarding their child's provision.

11. Pupil Voice

We believe pupils should play an active role in decisions that affect them about their education and support and that their views, wishes and aspirations should be listened to and valued. Pupils can share their views in a range of ways, including through discussion, visual supports, symbols, AAC, signing and digital or interactive communication tools/widgets, depending on their individual communication needs and preferences.

Where appropriate, pupils will contribute to:

- SEND Support Plans
- Target setting
- Review meetings
- Transition planning
- Discussions regarding support and reasonable adjustments

Pupil views are valued and contribute to decisions regarding provision and future support.

12. Emotional Wellbeing and Regulation

We recognise that emotional wellbeing and regulation is fundamental to learning, inclusion and positive relationships.

The school adopts proactive approaches to support emotional wellbeing through:

- Positive relationships and nurturing practice
- Emotional regulation and co-regulation strategies
- Sensory support and sensory regulation approaches
- Personalised adjustments where appropriate
- Visual resources and communication strategies to support pupils to express their emotions and needs
- Targeted support and intervention
- Access to specialist services when required

Our aim is to develop pupils' ability to understand, manage and communicate their emotions whilst enabling them to participate fully in school life.

The school recognises that pupils may communicate emotional distress or unmet needs through their behaviour, communication or changes in presentation. Staff seek to understand the underlying need and respond appropriately, rather than focusing solely on the behaviour.

Our aim is to develop pupils' ability to understand, regulate and communicate their emotions, while building resilience, independence and confidence and enabling them to participate fully in school life.

13. Transition and Inclusion

We recognise the importance of successful and well planned transitions, particularly for pupils with SEND.

Transition arrangements may include:

- Additional visits and opportunities to become familiar with new environments
- Transition booklets, visual supports and social stories
- Personalised transition plans
- Meetings and information sharing with families and receiving settings
- Enhanced communication and preparation activities

Our aim is to ensure pupils feel confident, prepared and supported at every stage of their educational journey.

Transitions may include movement between classes, key stages, schools or other educational settings. The school works collaboratively with pupils, families and relevant professionals to ensure that appropriate information and support are in place.

Our aim is to ensure that pupils feel confident, prepared, included and supported at every stage of their educational journey, enabling them to make transitions successfully and with increasing independence.

14. Monitoring and Evaluation

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

- Pupil sense of belonging
- Pupil progress, engagement and independence
- Participation in clubs, trips and enrichment activities
- Levels of independence
- Pupil voice outcomes
- Emotional wellbeing and regulation outcomes
- Attendance and engagement
- Parent/carers confidence and satisfaction
- The impact of interventions and targeted provision

Information from assessment, SEND Support Plans, SEND Assessment and Support Booklets, pupil voice and other monitoring activities is used to review and improve provision.

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

15. Staff Training and Development

The school is committed to developing staff knowledge, skills and confidence so that pupils with SEND receive high-quality, inclusive and appropriate support.

All staff receive:

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

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

Staff training needs are reviewed regularly and informed by pupil needs, changes in provision, staff development needs and advice from specialist professionals.

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).

Inclusion Strategy
Mental Health and Wellbeing Policy
The Medical Policy
The Anti-Bullying Policy
Accessibility Policy
Teaching and Learning Policy
Equality, Diversity and Community Cohesion

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

Reviewed in:

Next review date: