

LAVANT C.E PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed: Autumn 2025
To be reviewed: Autumn 2026

SECTION 1

- The named SENCO for Lavant C.E. Primary School is Mrs Jane Everard and the named governor is Miss Caroline Rikard
- Contact telephone at the school is: 01243 527382
- Mrs Everard has been awarded The National Award for SEND
- Mr King represents the role of SENCO on the Senior leadership
- Mrs Jones is the school lead for dyslexia and dyscalculia

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0 -25 (July 2014) 3.65 and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014) (see www.SENDgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2013
- LBAT guidance and Award for Dyslexia and Dyscalculia Inclusive Practice
- This policy was created by the school's SENDCO, with the SEND Governor in liaison with the SLT, staff and parents of pupils with SEND which reflects the aim of co – producing this policy in the spirit of current reform

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.” (Education Act 1996)

At Lavant Church of England Primary School we aim to provide a firm foundation of strong Christian values to prepare children for the society in which they live. This will be appropriate to their age so that at a later stage children will be equipped to make informed decisions for themselves. It is important that the school works in close partnership with parents to share the values that we uphold.

HOW WILL MY CHILD BE TAUGHT AND LEARN?

At Lavant CE Primary School we use a range of teaching and learning strategies including whole class interactive teaching, group teaching and work on a 1:1 basis are adopted by staff according to the type of activity and the needs of the learners. Teachers use many different strategies in their teaching to engage the children in stimulating and challenging learning activities.

We are very aware that not everyone learns in the same way; some people prefer to learn with pictures and other images (visual learners), some prefer to listen (auditory learners) and some prefer to be active (kinesthetic learners). When we plan for the learning activities we aim to ensure that we address the needs of all learning styles wherever possible.

PRINCIPLES

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.

- Every teacher is a teacher of every child or young person including those With SEND
- This policy was developed by consulting parents, families, staff and governors and it reflects the SEND code of Practice, 0-25 guidance (July 2014)
- We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2014. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school SENDCO (Special Educational Needs and Disability Coordinator) in order to decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Until then we meet a child's needs through quality first teaching and adapting the curriculum in the classroom.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENDCO.

SECTION 2: OUR AIM

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. (Please see our Teaching and Learning Policy for more details) For children with special educational needs, the teacher may provide different resources or there may be an adult to assist a small group of children to complete the task as independently as possible.

The school may support your child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work that may take place out of the classroom. Your child's targets will be set by the class teacher in collaboration with the SENDCO. A further level of provision may involve your child working individually with a member of staff to meet specific targets. These targets may be set out in an ILP (Individual Learning Plan), IBP (Individual Behaviour Plan) and be recorded on the school's Provision Map. These describe the support that is additional to or different from that provided as part of the School's usual quality first curriculum.

Our aim is to raise the aspirations of and expectations for all pupils with SEND. We endeavour to provide a focus on outcomes for children.

OBJECTIVE

At Lavant CE Primary school we:

1. Identify and provide for pupils who have special educational needs and additional needs
2. Work within the guidance provide in the SEND Code of Practice, 2014
3. Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. Have a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
5. Provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have a learning difficulty if they have a:

- (a) Disability which interferes with their education; or
- (b) Significantly greater difficulty in learning than the majority of children of the same age; or
- (c) Learning difficulty which calls for special educational provision to be made available.

Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career.

- We value all the pupils in our school equally
- All pupils will have equal access to a broad balanced curriculum which is adapted to meet individual needs and abilities
- All members of staff recognise and accept responsibility for meeting the needs of pupils with special educational needs
- Consideration of SEND will cross all curriculum areas and all aspects of teaching and learning
- The opportunities for students with special educational needs will be maximised in order to join in with all the activities of the school
- Children with SEND will be offered high quality support to ensure that all needs are met
- Interventions for each child will be reviewed regularly to assess their impact
- Parents will be involved at an early stage, in partnership with the school and the Local Education Authority, to play an active role in their child's education
- The views of the child about their difficulties, needs and progress will be sought and taken into account

This Policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school, and is a part of the continuous cycle of assessment and review.

BEING A DYSLEXIC / DYSCALCULIA AWARE SCHOOL

At Lavant CE Primary School we celebrate neurodiversity, and we are dedicated to making learning accessible to all. The school is currently working towards the Dyslexia and Dyscalculia Inclusive Practice Award, (DaDIPA). Every member of staff is being trained in dyslexia and dyscalculia awareness, and all our learning spaces have been audited to provide 'dyslexia and dyscalculia friendly classrooms'; this is to maximise the learning potential of all our children. We provide early detection of dyslexic and dyscalculic tendencies and develop individual learning plans to meet the needs of identified pupils. We are dedicated to providing a successful and enjoyable learning experience across the entire school.

Definition of Dyslexia:

The BDA (British Dyslexia Association) has adopted the Rose (2009) definition of dyslexia:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of

dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

In addition to these characteristics:

'The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.' BDA (2010)

Definition of Dyscalculia:

'Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.' SpLD Assessment Standards Committee (2019)

What is not SEND but may impact on progress and attainment

- Disability (there are degrees of disability that are recognised by the Code of Practice that do not in themselves constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL English as an Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SECTION 4: The PROCESS FOR IDENTIFYING AND MANAGING CHILDREN WITH SEND

All children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. P.83, section 6.37, Code of Practice.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

A GRADUATED APPROACH TO SEND SUPPORT

Lavant CE Primary School operates a graduated response to identifying and providing support for children with SEND which will be underpinned by the "assess, plan, do, review" cycle. The progress of every child in the school will be tracked by the Headteacher, SENDCo and class teachers throughout the year and children whose progress is of concern will be identified and discussed. The SENDCo will update the Special Needs Register as necessary.

The school's system for observing, assessing and tracking the progress of individual children provides information about areas where a child is not progressing satisfactorily. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress is defined as progress that:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline,
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

A child experiencing difficulty in learning will be identified as:

- despite receiving adapted learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presenting persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- having communication and / or social difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and disability; and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children.

The needs of children are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers' regular assessment and identification of those who are making less than expected progress.
- Concerns raised by parents, the young person or outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

The first response to a child who falls in to this category will be highly targeted teaching at the area of weakness by the class teacher. In deciding whether a child has SEND, information will be gathered on their progress (alongside national and expected progress levels), from parents and/or carers and teachers. Any decision on whether SEND provision is required will start with the desired outcomes, including progress and attainment. This will include the views of the child and the parents/carers. This will then determine the support that is needed. If any support is to be provided, parent/carers will be informed and a clear date for reviewing progress be set.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that there are factors such as housing, family or other domestic circumstances, a multi-agency approach, such as an Early Help Plan may be appropriate. Our ELSA Team will take the lead in such a situation.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND based on the SEND Support Frameworks in one or more of the 4 key areas of

need. (Communication and Interaction. Cognition and Learning. Social, Emotional and Mental Health difficulties. Physical and/or Sensory Needs).

MANAGING PUPILS NEEDS ON THE SEND REGISTER

- The cycle we use for assessing, planning, delivering, reviewing and recording provision is carried out through the development of Individual Learning Plans, Provision Maps and Person-Centred Plans. These are only effective if they are living records which tell us exactly what needs have been identified and how to remove key barriers to learning effectively i.e. what works; the clear outcomes to be achieved within an agreed time frame and not too long. The class teacher and teaching assistant together with the SENDCO are responsible for maintaining and updating the records and Learning Plans
- The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. Whole school systems are overseen by the Headteacher
- The SENDCO keeps this up-to-date
- Plans are reviewed at least termly and feed into the pupil progress meetings held each term
- The level of provision is decided according to every child's individual needs (Please see the school's Local Offer – Question No. 12. How is the decision made about the support my child will receive? Please see appendix)
- If the school identifies that we are unable to fully meet the needs of a pupil through our own provision arrangements, evidence is recorded to identify this through Individual Learning Plans, progress meetings, meetings with parents and reports from outside agencies
- The process for engaging additional support and engaging specialist services is set up by the SENDCO, and monitored by the SENDCO and Headteacher. All support is costed against available funds in the SEND budget. Parents/ families/children are involved as part of the Individual Learning Plan and parental input is always sought at the time of referral
- The school will liaise directly with the Local Authority if more funding is needed due to high levels of support from the LA High Needs Block
- Parents and pupils are involved right from the beginning of the process

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

- For pupils to exit the SEND register, information is reviewed regarding the pupils progress from the teacher, SENDCO, Headteacher, pupil, parents and outside agencies, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, and relevant assessment materials. Decisions will be made at Annual Reviews and Progress Meetings
- The school provides specialist support from our **ELSA (Educational Literary Support Assistant)** Team who support parents, and children in addressing the needs of learners who require assistance in overcoming social and emotional barriers to learning

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Our school Local Offer can be found on our school website (Regulation 53, Part 4) www.lavant.w-sussex.sch.uk

- This links directly to the school's statutory requirement to provide a **SEND Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act*
- The school has links with other agencies to offer further support to the family and pupil
- Our admission arrangements can be found on the school website
- We ensure SEND children are able to access exams and other assessments and the Headteacher is responsible for this in our school
- We ensure careful transition from class to class, across key stages and to another school including secondary school. These discussions take place between class teachers and SENDCO. At secondary transfer, additional arrangements are made for the child to ensure a smooth transition
- The school's policy on managing the medical conditions of pupils can be found on the school website

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The person responsible for supporting pupils at school with medical conditions is Mrs Carol Skeens. The school's policy for supporting pupils with medical conditions can be found on the school website
- Mrs Skeens is responsible for first aid within the school. She is a qualified First Aider

SECTION 8: MONITORING AND EVALUATION OF SEND

- The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils
- The monitoring of provision for pupils is carried out half termly. Audits, sampling of parent views, pupils views, staff views are carried out. The governor responsible for Special Educational Needs meets termly with the SENDCO
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. This is carried out by reviewing interventions with all staff involved with the child, and with regular meetings with parents and monitoring visits with outside agencies

SECTION 9: TRAINING AND RESOURCES

- SEND is funded by the Local Authority
- The training needs of staff are identified and planned for through appraisals, staff meetings and Pupil Progress meetings
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils

- The school's SENDCO attends the termly SENDCO network and Bishop LuffaTrust meetings in order to keep up to date with local and national updates in SEND
- The school has a Nasen membership.
- Local links are made with other SENDCOs and the school is able to access Chichester NOVIO web based support.

The quality of education for children with SEND is integral priority within our 2025/26 school Development plan including.

- Introducing `one page profiles` for children with EHCPs ensuring precision of interventions
- Identifying and implementing key strategies to reduce learning barriers for children with specific needs (i.e Dyslexia and Dyscalculia), in relation to key priorities in the school development plan of writing and adapting the curriculum to the needs of all learners.
- To continue to provide the necessary resources for children with SEND
- Professional development for all staff and mentoring of new staff, especially with the provision of individualized curriculum for some children, and continued training in the understanding of neurodiversity and emotional regulation
- Development of our ELSA team to support children and families
- The continuing development of shared areas around the school
- Lavant school was moderated in November 2023 for the Dyslexia and Dyscalculia Inclusive Practice Award where training in inclusive teaching is cascaded throughout the whole staff team on an annual basis

SECTION 10: ROLES AND RESPONSIBILITIES

- The role of the SEND Governor is to be informed of current developments in SEND and to be able to report to the governing body from termly meetings held with the SENDCO and Headteacher.
- Mr Daniel Taylor is the line manager for SEND teaching assistants in our school
- Mr Adrian King is the Designated Safeguarding Lead. Mr Taylor is the deputy DSL
- Mr Adrian King has responsibility for managing PPG/LAC funding
- Mrs Skeens is responsible for managing the schools responsibility for meeting the medical needs of pupils
- Ms Sharon Jones is the school Mental Health lead.

SECTION 11: STORING AND MANAGING INFORMATION

- Documents are stored in a locked cupboard. Information is held according to the West Sussex County Council and Guide for Schools under Data Protection and Freedom of Information Policy. It also relates to the school's confidentiality policy

SECTION 12: REVIEWING THE POLICY

- This SEND policy will be reviewed annually. The next review will be Autumn 2025
- The school has a 3 year Accessibility Plan which is reviewed annually. Any future needs are identified on this plan. Our school promotes accessibility by ensuring access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits

SECTION 13: ACCESSIBILITY AND STATUTORY RESPONSIBILITIES

- The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area
- Accessibility plans and strategies must be in writing
- When a child enters the school a review of the child's needs are carried out and implemented
- To help with the delivery of written information to disabled pupils we provide handouts, timetables, textbooks and information about school events. We will fill out forms with parents and pupils taking account of pupils' disabilities and pupils' and parents' preferred formats to ensure these are made available within a reasonable time frame.
- We have an open door policy. Key staff are available to meet with parents and their children. Contact can be made directly with the member of staff or through the school office. Each class has a specific time of day/week where there is open access. The SENDCO is available to meet with parents through informal and formal meetings or by contacting the school office
- The ELSA Team provide parent drop in sessions to discuss any concerns over the social and emotional welfare of pupils
- Lavant CE continues to carry out whole school audit to ensure all information and assisted technology is available to all pupils in all classrooms
- The layout and displays in the classroom have been audited to maximise learning potential for both neuro-typical and neuro-diverse children
- Pupils with SEND are included in all aspects of school life. Personalised Learning week, Arts week, GLO are held annually in the school to help promote independence and build resilience in their learning

SECTION 14: DEALING WITH COMPLAINTS

- The school's complaints policy can be found on the school website this explains the complaints procedure

SECTION 15: BULLYING

- The school's Bullying policy can be found on the school website. The school takes bullying of any form seriously. The school always supports anti bullying week. We are an inclusive school where all people play an important role in the life of the school. There are strong links with the church, Friends of Lavant and the wider community.
- We take all forms of bullying seriously including cyber bullying

SECTION 16: SAFEGUARDING

Safeguarding training is undertaken by all staff on an annual basis. This reflects local and national guidance training and literature.

SECTION 17: APPENDICES

Policies referred to are:

- Admissions Policy
- Bullying Policy
- Complaints Procedures
- Data Protection and Freedom of Information Policy
- Medical Policy
- WSCC Model Policy and Guide to Schools

Some of these policies are on the school web site or held centrally in the school office.

If you need to contact Mr King, or the SENDCO Mrs Everard, or a member of staff, this can be done through the school office on the telephone number on the first page of this policy.