



SEND Policy

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Rationale

At Lipson Vale Primary School we value and respect each pupil as an individual. We understand that for all children there may be times when additional help is needed to support learning and to access the curriculum. Some children may need a little extra support for only a short period of time to help them overcome a temporary need. Other pupils however, may require additional help for longer periods of time or throughout their time at school.

The Special Educational Needs and Disability Code of Practice 0-25 Years This is the statutory guidance that schools must follow to fulfil their duties of identifying, assessing and providing for children with SEND. This has been revised and was republished in January 2015.

This policy should be read together with the SEN Information Report which can be found on the school website <http://www.lvps.org.uk/main/>

Our Aims

We aim to support the needs of all pupils in an inclusive and supportive environment in order to guide them towards achieving great things academically and socially.

We aim to:

- To support every pupil to experience success
- To promote individual confidence and a positive attitude in all pupils
- To ensure that all pupils, whatever their individual educational needs, receive 'Quality First' teaching
- To ensure that pupils with SEND have equal opportunities to take part in all aspects of the school's provision
- To regularly review pupils' progress and needs
- To work collaboratively with parents, other professionals and support services

Identifying SEND

The 2015 SEND Code of Practice says that,

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from SEND Code of Practice: 0-25 Years 2015 - Introduction page 15, 16 xiii xiv)

At Lipson Vale Primary School we recognise that any child may, at some point in their education, experience difficulties with their learning or face

barriers which could have an impact upon progress and attainment. We aim to identify and minimise potential barriers to learning for all pupils in our school and strive to create an inclusive and positive learning environment. We understand that some pupils may, at some time, require provision that is additional to or different from the majority of other children.

At Lipson Vale Primary School we identify SEND by:

- recognising potential challenges to learning for individual pupils
- monitoring the progress and attainment of each pupil using internally assessment systems.
- holding termly class profile meetings to identify pupils who may be experiencing a greater difficulty in learning
- holding team discussions during teacher planning preparation and assessment time
- discussions with parents
- consulting with health and educational professionals outside school.

Broad Areas of SEND

The 2015 SEND Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Support and Provision

'Every teacher is a teacher of children with SEND.'

We use a cycle of support in which we 'Assess, Plan, Do, Review'. This means that class teachers analyse and assess a pupil's needs. They identify any potential barriers and the next steps in learning. The provision that is best suited to support the child is planned. The outcome of any adjustments or interventions is also planned. The class teacher will monitor the impact of any additional support or intervention that is given which will then inform future planning and provision.

Children experiencing difficulties with their learning may be supported in a variety of ways depending upon their area of need.

Children may take part in targeted intervention activities to practise skills, build confidence or fill gaps in knowledge and understanding.

Class teachers may make small adaptations to resources or provide additional materials where appropriate to support and enhance

independent learning. Tasks may be broken down into smaller more manageable steps.

Teaching assistants may provide additional guidance and help during a lesson.

Some children may be identified as needing additional specialist guidance from one of the agencies working with our school. Referrals will only be made after consultation and discussion with parents. Agencies advising school on how to support individual children provide written reports which are shared with parents.

From time to time a child may experience such clear or significant difficulties with their learning or behaviour that we need to seek the advice and guidance of an outside agency as a first step in our response to meeting their needs. As before this step will only be taken after full consultation and agreement with parents.

An Individual Education Plan (IEP) may be written for children who need additional provision to support their learning. This outlines: the area of difficulty the child experiences, targets/next steps they need to make in order to move on with their learning and the provision the school has put in place to help them to make these next steps. An IEP remains as a working document and is used to support in school provision. There is also advice about how parents can help at home. The IEP is reviewed regularly and where appropriate a new one written.

As part of the ongoing monitoring of pupils, individuals may be identified who are experiencing short term challenges that are affecting their ability to make expected progress. These pupils may receive short-term adjustments to help them access their learning.

Statutory Assessment

There may be times when school or parents have concerns that a child has a high level of enduring needs that require provision above and beyond that already in place. In this instance, it may be necessary to consider whether the child needs an Education Health and Care Plan.

A request can be made to the Local Authority to carry out an Education Health and Care (EHC) assessment of a child's needs. This usually follows a period of time during which school, parents and relevant professionals to have been working together as a 'Team Around the Child' in order to understand and support the child's needs in a co-ordinated way.

The request for an EHC assessment is usually made by the school/person leading the Team Around the Child. Parents may also make this request for assessment.

Further information about this is available from the SENDCo or can be found from the Plymouth Online Directory and also from Plymouth Information Advice and Support for SEND (PIAS) (See the links below)

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>
<http://www.plymouthias.org.uk>

Roles and Responsibilities of Staff and Governors

Provision for children with special educational needs is regarded as a whole school matter. Staff work together to identify pupils who may experience barriers to their learning and then make provision to support those children. Staff are mindful that a child's needs or difficulties may present barriers in different learning situations.

The Headteacher and Governors are responsible for ensuring that the SEND policy is implemented. This responsibility is delegated to the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs K Timony who co-ordinates and monitors the provision for pupils with SEND. The SENDCo provides termly SEND updates to the governors through the Head Teacher's report to governors. A SEND Governor takes particular interest in this aspect of the school and meets with the SENDCo to discuss current issues and updates.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEND
- liaising with and advising other staff
- working with staff to identify pupils with SEND
- supporting class teachers to plan Individual Education Plans (IEPs),
- supporting class teachers to provide resources and materials following advice from outside agencies
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- monitoring the progress of pupils with SEND through the use of existing school assessment information,
- contributing to the in-service training of staff
- supporting learning support staff/teaching assistants
- liaising with meal time assistants to support them in their role of supervising pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

- monitoring and updating the SEND policy

Class teachers are responsible for:

- identifying barriers to learning for pupils in their class
- following the cycle of 'Assess, Plan, Do, Review' to support pupils
- liaising with the SENDCo for advice on strategies to support inclusion
- liaising with and following the advice of external agencies – with the support of the SENDCo
- writing Individual Education Plans where appropriate
- giving feedback to pupils and parents

Teaching Assistants should:

- be aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND – with the support of the SENDCo and the class teacher
- provide feedback to class teachers and the SENDCo about pupils' responses to tasks and strategies and also about progress in intervention groups towards targets on IEPs

Accessibility

Access to the school site is through a gate and then steps or a ramp. There is a lift providing access to the first floor of the building for anyone unable to use the stairs. We provide access to a disabled toilet.

If English is not a first language for parents we make every effort to help them to understand and follow information from school including letters, dates and other important information. For children we support their understanding and learning as needed by using additional materials and resources.

For children with physical or medical needs we receive guidance and advice from the Outreach Support Team at Woodlands Community Special School and the School Nursing Service. We liaise with other agencies such as Plymouth Advisory Team for Sensory Support, Speech and Language and the Child Development Centre. We also liaise closely with parents to ensure that we meet each child's needs as fully as possible.

For children with long term medical conditions the school follows the Department for Education guidance 'Supporting Pupils with Medical Conditions' (2014)

Involving Parents/Carers and Pupils

We hope that by working closely with parents we can form a strong and successful relationship. Members of staff are keen to work with parents/carers to address any concerns, worries or uncertainties.

A child's class teacher is often the first person to meet if parents/carers have a worry or concern about their child.

The SENDCo or the Parent Support Advisor are also available to meet with parents/carers to discuss any issues or problems. Appointments can be made by coming to the main school reception or telephoning (01752 224801). Further information about additional areas of support can be found on the Plymouth Online Directory (see the link below).

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

Parents are encouraged to attend the parent meetings held twice a year. This is an opportunity to discuss progress, attainment, areas of difficulty. Children are encouraged to attend these meetings with their parents and to join in with these discussions.

Children with additional needs who have an Individual Education Plan are encouraged to add their own target to the plan. Information about the targets and the provision put in place are shared with the child and with parents/carers. When the Individual Education Plan is reviewed, the child is given the opportunity to share their views with the class teacher or the teaching assistant.

When making referrals to outside agencies for additional advice and guidance we meet with parents to discuss their concerns, thoughts and views. Children are also encouraged to share their own views and this is recorded on the referral form.

At all times our aim is to work together in partnership with parents to support their child's learning.

Monitoring

The effectiveness of the SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of progress and attainment for individuals and groups
- the school improvement plan, which is used for monitoring provision in the school
- feedback from parents and staff

Procedure for complaints

In many cases a concern or complaint may be resolved through discussions with relevant members of staff or the headteacher. If parents/carers have concerns or questions or complaints about any aspect of SEND provision for their child they may arrange a meeting with the class teacher or the SENDCo. The school based PSA may also be used as a contact point.

Where a complaint is more complex, clear guidance can be found in the Complaints and Concerns Policy – available from the school website.

Help and advice is also available from Plymouth Information, Advice and Support for SEND (formerly Plymouth Parent Partnership) – see the link below:
<http://www.plymouthias.org.uk/>