



**LIONHEART**  
EDUCATIONAL  
TRUST

**SEND POLICY - PRIMARIES**

**This policy applies to all primary schools within  
the Lionheart Educational Trust**

**Approved by the Trust**

**September 2023 – 2024**



## Section 1: Our school

### Contact information:

Brocks Hill Primary School, Howdon Road, Leicester LE2 5WP

SENDCo: Kate Quirk  
SEND Governor: Diane Miller

Brocks Hill Primary School is part of the Lionheart Educational Trust family of schools and works in partnership with other schools within the Trust in developing SEND policy and practice.

Throughout this document the following abbreviations are used:

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Coordinator
LSA	Learning Support Assistant
LA	Local Authority

### Our school setting

Brocks Hill Primary School strives to be a fully inclusive school.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has due regard to [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities and the Equality Act 2010.

## Section 2: Vision and Aims

We celebrate the successes and achievements of every child and put children's learning at the heart of everything we do. We are committed to inclusion for all and understand the importance of making adjustments and personalising provision. We want to raise the aspirations and expectations of all pupils with SEND in a safe and supportive environment, where all pupils can reach their full potential. We work to promote children's self-esteem and emotional well-being and help them to form worthwhile relationships based on respect for themselves and others. We provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensure full curriculum entitlement and access.

## Section 3: Identifying special educational needs

### Definition of Special Educational Needs and Disability

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or



- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.

The SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

There are four broad areas of need:

- a) Communication and interaction - a pupil could have speech, language or communication needs; this may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. Children with Autism are likely to have particular difficulties with social interaction, as well as with communication which can impact on how they relate to others.
- b) Cognition and Learning - pupils may learn at a slower pace than their peers and have learning difficulties in any area of the curriculum, including reading, writing and Maths or have processing difficulties, memory difficulties or executive function difficulties. Some pupils have specific learning difficulties (SpLD); these may affect more than one aspect of learning, for example, dyslexia, dyscalculia and dyspraxia.
- c) Social, emotional and mental health difficulties – pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways which may include become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming or substance misuse. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.
- d) Sensory and physical needs – some pupils may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some pupils may have a physical disability (PD) where they require on-going support and equipment to help them access all the opportunities of their peers. Some conditions such as diabetes and epilepsy may be included under the definition of disability, but children with such conditions do not necessarily have SEND.

Other factors that may impact on progress and attainment but are not SEND:

- EAL (English as an additional language)
- Attendance and punctuality
- Health and welfare
- Being a looked after child
- Being in receipt of pupil premium grant
- Being a child of a serviceman/woman

## Section 4: A graduated approach to SEND support

This is the process the school goes through to identify a special educational need.

Pupils with SEND are identified as early as possible. Children's needs should be identified as early as possible through:



- the analysis of data
- classroom-based assessments, observations and monitoring arrangements (cycle of planning, action and review)
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services and outside agencies

At this stage the pupil's views will be gathered and the parent(s)/carers and the teachers directly involved with the child will share information and agree next steps. Additional barriers to progress including attendance, social circumstances, health (e.g. hearing and sight), changes in family circumstances etc, will be considered and appropriately addressed. If SEND difficulties are still suspected then it may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment (specialist writing equipment, coloured overlays etc) or adjusting curriculum teaching, putting in strategies to suit specific learning differences, for example small steps instructions or using visuals.

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If specific short-term interventions are required, these can be put in place for the pupil and a graduated approach is used to Assess, Plan, Do and Review the interventions. Specific issues that are identified as barriers to progress are addressed and the intervention will target these issues. In collaboration with parents, we review progress and if there is no longer a requirement for additional support, no further action is required. If, however, continued support is required, a discussion with parents and a decision to place a pupil on the SEND register may be made.

### Managing pupils' needs on the SEND record

There is one single category for SEND provision – SEND support.

### SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention that is 'additional to or different from' the scaffolded curriculum on offer for all pupils in the school (i.e. they have a special educational need as defined by the SEND Code of Practice).

The triggers for intervention through SEND Support could be the teachers' or others' concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum

**The SEND process is based on an assess – plan – do – review cycle.**



**All teachers are teachers of pupils with SEND.** Teaching such pupils is therefore a whole-school responsibility. Additional intervention and support cannot compensate for a lack of quality first teaching. Teachers are responsible and accountable for the progress and development of the pupils in their care.

### 'Assess' stage

We will have already gained a clear picture of a pupils' needs from the previous support that has been implemented. Information from teacher assessments, pupil and parent discussions, data analysis and response to interventions will all be taken into consideration.

Advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need.

### 'Plan' stage

Planning will involve consultation between the school and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A pupil on the SEND register will have a provision map that lists the current targets and provision in place to support them. This is updated once each term, in collaboration with the pupil and their parents.

### 'Do' stage

The class teacher will always be the key person responsible for the child as they have the best overview. However, the SENDCo will be responsible for monitoring the provision and offering advice and support. At this point, consideration is given to:

- how staff will be utilised to support a pupil
- what teaching strategies will be used
- what resources or programmes will be accessed
- how long the cycle will run for (with a review date given)

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with learning support assistants and /or relevant specialist staff, to plan and assess the impact of support and interventions and links with classroom teaching.

### 'Review' stage

At the end of the cycle, a review of the effectiveness of the support and interventions and the impact on the pupil's progress will take place with the parents, pupil, teacher and any support staff present. The review will be overseen by the SENDCo. The results will be analysed and next steps will be agreed and written into a new plan.

A request may be sought for help from external services (with the permission of the parents) if a child continues to make little or no progress. These may include:



1. Inclusion Support Services and Oakfield Outreach
2. Specialist teaching services including; Autism outreach team, Hearing Support Service, or the Visual Support Service
3. Educational Psychology Services
4. Health e.g. School Nurse, Community paediatricians, speech and language therapists, care navigators etc.
5. CAMHS (Child & Adolescent Mental Health Service)
6. Social services

Advice from these services will then feed into the provision map planning for that child.

### What happens if good progress is not made?

For a very few pupils, the help given by the school through SEND support may not be sufficient to enable them to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment of education, health and care needs, providing that this adheres to the LA criteria.

All EHCPs are reviewed annually. This annual review ensures that once a year the parents, the pupil, the LA, the school and all the professional involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP.

## Section 5: Criteria for exiting the SEND register/record

Some children make excellent progress as a result of the school's interventions and high-quality teaching. If progress is rapid, and their needs are no longer **'additional to and different from'** that of other pupils in their year group; in consultation with parents the child can be taken off the SEND record. Reasonable adjustments would remain in the classroom and the stringent tracking of pupil progress would continue with careful monitoring.

## Section 6: Involving parents and pupils

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved.

Children with special educational needs often have a unique knowledge of their own needs and views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process.

We adopt a person centred approach to our SEND planning and provision by:

- Focusing on a pupil as an individual, not their SEND label.
- Ensuring our communication is easy for pupils and their parents/carers to understand and using clear, ordinary language and images, rather than professional jargon.
- Highlighting a pupil's strengths and capabilities.



- Enabling a pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailoring support to the needs of the individual.
- Organising assessments to minimise demands on families.
- Bringing together relevant professionals to discuss and agree together the overall approach.
- Providing additional forums for parents to get support and advice from outside agencies, staff and each other.

The school website contains details of our policy for special educational needs and the Special Educational Needs Information Report. There is also a link to the local offer to enable parents to see more clearly what services are available in their area and how to access them. Parents can also contact SENDIASS (**Leicestershire Special Educational Needs and Disabilities Information, Advice, and Support Service**) for information, advice and guidance on SEND.

## Section 7: Working with other agencies

We work with a range of local services including Educational Psychology Service, Autism Outreach, Speech Therapy, Physiotherapy, Occupational therapy, CAMHS (Child and Adolescent Mental Health Services) and other outside agencies. When required the above agencies have offered support by working directly with pupils, supporting parents and providing expert advice to school staff.

## Section 8: Supporting pupils in school with medical needs

The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Pupils with medical conditions may have an EHCP which brings together health and social care needs.

All pupils with physical disabilities are supported in practical lessons as appropriate.

## Section 9: Training and resources

Staff training needs are identified and met through an on-going programme of continual professional development which may mean liaising with outside agencies involved with the pupils at the school.

All staff are made aware of their responsibilities towards pupils with special educational needs and clear communication lines between the Head of School, SENDCo, teaching and support staff are established. The SENDCo delivers and organises training and support as needs are identified to the whole staff, groups and individuals. Where possible staff take advantage of training courses both external and internal to constantly improve and update their SEND knowledge and expertise. Information obtained by any member of staff is cascaded to the rest of the staff via course notes and/or staff meetings.

The school's SENDCo regularly attend networking meetings with other SENDCos.



## Section 10: Roles and responsibilities

### The governing body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENDCo) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEND information report and publish it on the website.

### The Head of School has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENDCo to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.





- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include pupils with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

#### The SENDCo has a responsibility to:

- Be a qualified teacher
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCo at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognized higher education provider
- Collaborate with the governing body and Head of School, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Oversee the day to day operation of the school's SEND policy
- Co-ordinate provision for children with special educational needs
- Liaise with and advise fellow teachers on the graduated approach to providing SEND support
- Advise learning support assistants, alongside class teachers
- Oversee the records of all children with special educational needs
- Liaise with parents of children with special educational needs
- Contribute to the in-service training of staff including leading and disseminating information on SEND issues at staff meetings
- Liaise with external agencies including the Educational Psychology Service and other supporting agencies, health and social services, and voluntary bodies
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Keep the Governors informed with an updated written report, to disseminate information and monitor the effectiveness of SEND provision

The SENDCo is also a designated teacher with responsibility for safeguarding (DSL).

#### Class teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves



- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Track the progress and development of the pupils in their class
- Plan lessons to address potential areas of difficulty, to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full curriculum
- Work closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Keep the senior leadership team informed about specific causes for concern
- Ensuring they follow this SEND policy

## Section 11: Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Gaining feedback from pupils
- Gaining feedback from parents
- Monitoring by the SENDCo and SLT including observations, learning walks, drop ins, book looks, questionnaires, interviews etc
- Attendance of parents at annual reviews
- Attendance at /involvement /leadership of INSET courses by all staff.

## Section 12: Storing and managing information

All SEND information is stored securely in line with the school's policies on data protection and confidentiality. Information is shared with relevant staff and confidentiality is upheld with sensitive information.

## Section 13: Dealing with complaints

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher or the SENDCo. Most problems can be solved in this way. But if this does not happen, parents may wish to take their concerns to the Head of School. If necessary, parents may complain to the Chair of Governors (see the complaints policy).

## Section 14: Bullying

Please see the school's Anti-bullying Policy on our website.

## Section 15: Admissions

Admission All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures. Please see the school's admission policy on our website.