



SPECIAL EDUCATIONAL NEEDS POLICY

SEND Policy

Person Responsible	SEND CO - Mrs Sally Smith
Date Adopted	March 2019
Date of last review	September 2025
Date of next review	September 2026

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SECTION 1-

Name of Head Teacher - Mr James Bullock

Name of SEND Co-ordinator - Mrs Sally Smith

Accreditation: S.Smith has been a SENCO for 7 years. Post Graduate Certificate in Inclusion & NASENCO from Bath Spa University.

Date of Previous Policy: September 2017

Reviewed Policy by Board of Governors on: July 2025

Reviewed Policy Shared with Staff on: September 2025

Shared with parents/ carers on: September 2025

Policy due for review: September 2026

SECTION 2 - Legislative Compliance:

2.1 - This policy complies with statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0-25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)

This guidance is for staff, parents/ carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- * Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014.
- * Equality Act 2010, subsequent updates and DfE advice for schools, February 2013.
- * Statutory Guidance on supporting pupils at school with medical conditions, April 2014.
- * Ofsted Inspection 5 Framework, January 2014
- * Teachers Standards 2012
- * National Inclusion Statement
- * The National Curriculum in England Key Stage 1 & 2 framework document
- * Schools SEN Information Report Regulations 2014

2.2 - Our school has separate policies in place for:

Accessibility, Medical Needs and other appropriate policies.

2.3 - Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This can be located on our website under the heading 'SEND/ Inclusion'

2.4 - The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Section 3: Core Values

-  We ensure that all learners have access to a broad, balanced curriculum which is differentiated to meet their individual needs and abilities and we maximise the opportunities for pupils with SEN to join in with all activities of the school.
-  We work towards the early identification of needs in order to ensure children and young people benefit from early support and high quality provision to meet the needs of children and young people with SEND.
-  At Lakeside, we work in participation with children, young people and their parents, jointly making decisions.
-  At Lakeside we will fulfil our duties under the revised Code of Practice (2014) which now covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
-  We follow the Special Educational Needs Code of Practice which includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
-  At Lakeside, we will publish our information report and school offer whilst supporting the Local Authority in publishing a Local Offer of support for children and young people with SEN or disabilities.
-  Pupils with additional SEND are supported through a graduated approach; this SEN support replaces the School Action and School Action Plus approach.
-  For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replaces statements.
-  At Lakeside, every teacher is a teacher of every child including those with SEN.

SECTION 4 -Aims & Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a well trained and experienced Special Educational Needs Coordinator (SENCO).
5. To provide support and advice for all staff working with special educational needs pupils.

6. To ensure parents are informed of their child's special needs and be able to contribute to supporting to promote effective partnership;
6. To help every child:
-  achieve their best
 -  become confident individuals who recognise value in their own contributions to their learning and live fulfilling lives
 -  make a successful transition into their next stage in life

SECTION 5- Definitions of SEN and Disability

5.1 SEN Definition

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 facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

DfE (2014) SEND Code of Practice 15-16

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of a high quality, personalised teaching.

Children can be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

5.2 Communication & Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

5.3 Cognition & Learning (C & L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- * Moderate Learning difficulties (MLD)
- * Severe Learning difficulties (SLD) where support may be needed in all areas of the curriculum and with mobility and communication; and

* Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;

* Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5.4 Social, Emotional & Mental Health Difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BSED) is no longer a type of SEN. Behaviour difficulties become special educational needs (as defined by the SEND Code of Practice 2015) called SEMH when there is a detrimental impact on social, emotional or mental health needs, resulting in a child not attaining at age related expectations.

For example a child who is having difficulty regulating their emotions at school (either due to their own internal regulation difficulties or external factors) and who is unable to implement behaviours-for-learning required to make expected progress and attainment, may be described as having a special educational need.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include; becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as attention deficit disorder (ADD) attention deficit hyperactive disorder (ADHD) or attachment disorder (AD)

The Department for education (DfE) has published guidance on managing pupils' mental health and behavioural difficulties in school.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

5.5 Sensory and/or Physical.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- * Attendance and punctuality
- * Health & Welfare
- * Being a Looked After Child
- * Being the child of a serviceman/ woman

5.7 Disability

The definition of disability under the Equality Act 2010 is ‘...physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than may be expected: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Lakeside holds an Accessibility plan which is available on the school website.

All pupils are given the opportunity to access a range of after school clubs which change on a termly basis.

Section 6 - Graduated approach to identifying whether a child should be in receipt of SEN support

6.1 Whole School General Identification

All our children’s needs are identified and met as early as possible through:

- * Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review APDR)
- * listening to and following-up parental concerns.
- * listening to and taking into account the child’s views, wishes and feelings
- * One Page Profiles, SEN support plans, Medical Care Plans, in school tracking systems.
- * The analysis of data including baseline assessments and end of Key Stage achievement to track individual children’s progress over time.
- * reviewing and improving teachers’ understanding of a wide range of needs and effective strategies to meet those needs.
- * Liaison with schools and other settings on phase and in year transfers.
- * exchanging information from other services across education, health, care and the voluntary sector.
- * In school diagnostic testing to inform interventions or approaches.

* involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of plan, do and review.

* Use of SEN review meetings to monitor progress and analyse formative and summative assessment on a termly basis. During the meetings plans are formulated focusing on children's outcomes - this involves the SENco, Head Teacher, Relevant members of SLT, Class Teachers and support staff.

6.2 General provision for all children using core school funding.

* All children will have access to well-differentiated, Quality First teaching enhanced, where appropriate, through low level, short term interventions.

* Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

* Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

* The SEND Support plan with provision map enables us to;

- Plan strategically to meet children's identified needs and track their provision;
- audit how well provision matched need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

* Teachers differentiated learning activities as part of quality first teaching

* Preparation for new learning experiences and vocabulary development

* Low level, short term, evidence based intervention programmes.

* Targeted additional adult group and, where appropriate, individual support.

* Precision teaching

- * Diagnostic assessment of needs fed into intervention.
- * Bilingual support/ access to materials in translation
- * Differentiation of curriculum resources
- * Peer mentors
- * SMART target setting
- * Booster intervention groups
- * Nurture groups/ VIP lunch passes
- * Co-ordination and Handwriting groups
- * Understanding the use of social language support groups

6.4 Monitoring and Evaluation of progress

- * Ongoing assessment of progress against targets and expected outcomes
- * Scrutiny of planning and level of differentiation and use of classroom resources
- * Informal feedback from all staff
- * Child and Parent questionnaires
- * Pupil progress tracking using assessment data, pupil progress meetings
- * Attendance records and meetings with attendance officer

6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to discuss whether their child should continue to receive SEN provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting the needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- * The class teacher, sometimes with the SENco, will discuss with parents if we feel that their child requires SEN Support;
- * Additional SEN support will be in place when a child's needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer; recorded in the class provision maps.

- * We will agree SMART targets towards long, medium and short term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan)
- * Children will have targets they can understand
- * Our SEN Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended.
- * We will use the latest LA's guidance on SEN Descriptors
- * Targets will address the underlying reasons why a child is having difficulty with learning.
- * Our SEN support plans will be accessible to all those involved in their implementation - children should have an understanding and 'ownership of their SEN support plan.
- * Our SEN support plans will have SMART targets;
- * Targets for SEN support plans will be arrived at through: discussion wherever possible, with parents/ carers, teachers, support staff and child; discussion with other practitioners as appropriate; classroom observations by the SENco and other senior leaders.
- * Our SEN support plans will be time limited - at termly review, there will be an agreed "where to next?"
- * Our SEN support plans will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, SENco and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

Section 7: Request for statutory education, health and care assessment

For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/ hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/ hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency will discuss if it is appropriate to submit a request to the Local Authority to consider whether statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted.

Section 8: Statement of Special Educational Needs or Education Health and Care Plan

Children with an Education Health and Care Plan will have access to all arrangements for children in receipt of SEN Support and, in addition to this, will have an Annual Review of their statement/ plan. Supplementary or early reviews may be called if required.

Section 9: Management of SEND within our school

9.1 General

The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENco). The SENco is responsible for reporting regularly to the Head Teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Staff CPD will target priorities for SEND children as set out in the school improvement plan or meeting the needs of individual children or staff members. The SENco regularly attends the Doncaster Local Authority Network forums. The school SEND Information Report is available on the website under the SEND tab.

9.2 Head Teacher

The Head Teacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

9.3 Special Educational Needs Coordinator (SENco)

Our SENco will oversee the day-to-day operation of this policy and will:

- * Be a qualified teacher with the SENco accreditation.
- * Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- * maintain and analyse our whole-school provision plans for vulnerable and disadvantaged children.

- * identify on the provision map those children requiring SEN support from the schools's delegated budget, children in receipt of High Needs funding and children with Education Health & Care Plans.
- * Co-ordinate provision for children with SEN
- * liaise with and advise teachers and other classroom/ targeted support
- * manage the records on all children with SEN
- * liaise with and advise teachers and other classroom/ targeted support staff.
- * manage the records on all children with SEN
- * liaise with parents and children in conjunction with class teachers
- * contribute to the in-service training of staff as part of the school's development plan
- * Co-ordinate multi-agency meetings and statutory Annual Reviews for children with Education Health & Care Plans or comply with requests to participate in meetings led by other lead practitioners.
- * ensure effective and timely transition arrangements for children moving into and around school.
- * evaluate regularly the impact and effectiveness of all additional interventions for children with SEN
- * follow local authority guidance and procedures when it is considered that a child with significant and long term Sen may require significant support through statutory processes
- * attend SENco network meetings and training as appropriate
- * liaise closely with a range of outside agencies to support vulnerable learners

9.4 Classroom Teachers

Teachers are responsible for the four stages (assess, plan, do and review) of action with the support and guidance of the SENco and specialist staff.

Our teachers will:

- * focus on outcomes for every child and the outcome wanted from any SEN support;
- * be responsible for meeting special educational needs under the guidance of the SENco and Head teacher;
- * have aspirations for every child setting clear progress targets; and
- * involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

9.5 Learning Support/ Teaching Assistants/ Inclusion Support

- * LSA/ TAs are part of our whole school approach to SEN working in partnership with the classroom teacher and the SENco
- * We deploy our LSA/ TAs depending on their level of experience and strengths
- * Our LSA/ TAs are most effective when the support they give is focused on the achievement of specific outcomes
- * LSA/ TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

Section 10: Partnership with Parents/ Carers

Our school aims to work in partnership with parents and carers. We do so by:

- * working effectively with all other agencies supporting children and their parents;
- * giving parents and carers opportunities to play an active and valued role in their child's education;
- * making parents and carers feel welcome;
- * encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing; Open door policy to discuss any issues that may arise with our Inclusion Team (SENco, Parent Support Advisor)
- * instilling confidence that the school will listen and act appropriately;
- * focusing on the child's strengths as well as areas of additional need;
- * Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- * agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against those targets;
- * keeping parents and carers informed and giving support during assessment and any related decision-making process;
- * making parents and carers aware of sources of information, advice and support;
- * providing all information in an accessible way for parents with English as an Additional Language;
- * producing an SEN Information Report that will be published on the school website; and
- * Consulting children, parents, carers and the community of the school on issues of accessibility and equality

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through peer and self-evaluation. We endeavour to involve all children fully by encouraging them to:

- * share their views about their education and learning;
- * identify their own needs and learn about learning;
- * share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- * self-review their progress and set new targets;
- * monitor their success at achieving the targets on their SEN Support Plan; and
- * create a One Page Profile of their likes, dislikes, family and friends, strengths, needs and aspirations for their future. Pupil views are also fed into the child's SEN reviews.

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable 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 an EHCP which brings together health and social care needs, as well as their special educational provision. The school has a policy for 'supporting children with medical conditions.'

Section 13: Effective Transition

- * For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- * During the year in which children are due to change school or class, transition meetings and class transition days are held and arrangements for all children discussed. For children with SEN this may include additional familiarisation visits, peer activities, social stories, parental/ carer visits to our school or other reasonable adjustments in addition to normal arrangements.
- * When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- * We will discuss transition needs of all children with Education Health and Care plans at their statutory Annual Reviews.

Section 14: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Section 15: Exam Access arrangements

The statutory examinations our children take at the end of Key stage 1 & 2 are designed to be accessible to the majority of pupils in the specified amount of time without any modification. In the case of children with SEND, they may be eligible for access arrangements. However these arrangements must be part of normal classroom practice for the child.

For pupils with visual impairment it may be necessary to order modified or large print test papers.

Some access arrangements require permission from the Local Authority (e.g. additional time or early opening of tests). Applications for these arrangements to be considered must be filled in online by the school at the NCA Tools website.

A very small minority of pupils may qualify for 25% additional time in the tests. Additional time is only appropriate for pupils that are affected by a condition that means they cannot demonstrate their true potential in the set amount of time.

Section 16: Storage of records

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Documents in the paper format relating to pupils on the SEND register will be stored in their Pupil File in the locked cupboard in Rainbow Bright office. SEND records will be passed on to a child's next setting when he or she leaves. Electronic SEND files are stored securely on the school's shared drive.

Section 17: Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENco, then, if unresolved, by the Head Teacher.