Long Whatton CE Primary School



'Learning and Growing together'

'Your body has many parts—but no matter how many parts you can name, you're still one body. It's exactly the same with Christ's family.' *1 Corinthians 12:12*

SEND Policy

September 2026

Reviewed September 2026

This policy complies with the statutory requirements laid out in the SEND code of Practice 0-25 (July 2015) and has been written with compliance with the guidance documents listed below:
Equality Act 2010-DfE Feb 2013
SEND code of practice 0-25 (July 2014)
School SEND information reports regulations (2014)
Statutory Guidance on supporting Pupils with Medical Conditions April 2014
The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
Teachers standards 2012
Children and Families Act 2014.
This policy should be read in conjunction with all other school policies.

At Long Whatton Primary School the Special Educational Needs Co-ordinator is Mrs Jodie Bradshaw. Contact details: 01509 842239 office@longwhatton.leics.sch.uk

Aims and Objectives of this Policy
We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:
- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum

- self-review their progress and set new targets
- create One- page profiles

As a small school of around 95 pupils, we pride ourselves on knowing all our children very well. The close-knit nature of the team means that information about pupils is shared on a daily basis and that progress and concerns are regularly discussed with both the Headteacher and the SENCO.
Our open-door policy, which we know parents value very highly, means that teachers meet regularly with them, raising awareness immediately about concerns (and successes).

Definition of Special Educational Needs
Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local educational authority.

A child with a social/behavioural difficulty which may act as a barrier to learning and progress also has a need that requires different or additional provision.

A child with a social/behavioural difficulty that impacts on the learning and progress of others in the same class.

The school does not regard a child as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA.
There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. *Communication and Interaction*

This includes children with speech, language and communication needs as well as Autism spectrum conditions.

2. *Cognition and Learning*

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. *Social, Mental and Emotional Health*

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. *Sensory and/or Physical Needs*

This includes children with sensory, multi-sensory and physical difficulties.

Basic information about SEND provision at Long Whatton CE Primary School

Governors' objectives in provision for pupils with SEND

The governing body of Long Whatton CE Primary school will:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND
- Have regard to the code of practice for SEND when carrying out its duties, towards all pupils with special educational needs and disabilities.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child, and that time is allocated to meet those parents and discuss the way forward.

A specified member of staff and member of the governing body is responsible for overseeing special educational needs at Long Whatton C of E School.

Through our SEND policy we aim to:

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns

- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

The SEN co-ordinator is Jodie Bradshaw, she will:

Oversee the day – to – day operation of the school's SEND policy.
Co-ordinate, provision for all pupils with SEND.
Liaise with, and advise staff.
Liaise with and advise learning support assistants.
Oversee the records of all pupils with SEND.
Support teachers in liaising with parents.
Contribute to in-service training of staff
Attend appropriate training to be able to offer support for the children at Long Whatton C of E School.
Liaise with LEA support services and other external agencies where necessary.

Long Whatton C. of E. Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA's admissions policy. Under section 316 of the Education Act 1996, if a parent wishes to have their child with an EHC plan educated in a mainstream school, the LEA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

Arrangements for identifying pupils with SEND and for determining and reviewing their needs

An initial concern about a child's development may be raised by staff or parents. This may be a result of a child failing to make the expected progress, where there are no other circumstances that may explain this. This may have been picked up through regular (half termly) progress reviews or at any time when there is a concern. The school will then determine whether there is a learning difficulty, and may involve outside agencies such as the STS, Educational Psychology Service and Autism Outreach, to support assessments. The school also uses services from outside of the county where appropriate and where access to support may be quicker.

Children with special educational needs are identified, and their needs reviewed, in accordance with the latest SEND Code of Practice. Parents are encouraged to contribute their knowledge and understanding of their child, and to raise any concerns that they may have about their child's needs and the provision which is being made for them.

Long Whatton C of E Primary School recognises that there is a continuum of special educational needs. Where pupils' progress is not adequate, it will become necessary to take some additional or different action to enable the pupil to learn more effectively. Levels of action conform to the revised code of practice (Sept 2014).

All children should be involved in making decisions where possible and appropriate right from the start of their education. The ways in which children are encouraged to participate reflect the child's evolving maturity. All children are given the opportunity to make choices and understand that their views matter.

At Long Whatton C of E Primary School we aim for all children to increasingly contribute to their learning and personal development by participating in setting their own learning targets; learning to make good decisions through our positive approach to behaviour and learning; having their views heard and appreciated during circle time and through the student council.

Supporting Children and Families

We listen to the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website (www.leics.gov.uk) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

Early identification of children with SEND

Pre-school and Induction

- Good communication with pre-school settings and transfer of information
- Early contact and conversations with parents
- Specially arranged visits where necessary to ensure happy and effective transition
- Home visits and pre-school settings in the summer term prior to children starting school

EYFS

- Clear record keeping and monitoring of progress towards the ELGs
- Termly reviews of progress considering chronological age of the pupil
- Discussions with SENCO/HT/parents of concerns (with child where appropriate)
- Staged approach (See: How do we meet the needs of pupils with SEND)
- Assess – plan – do – review cycle
- The school creates a support plan for the child
- Possible assessment by appropriate outside agencies
- Child moves to SEND support register in the light of progress made

KS1 and 2

- Clear record keeping and monitoring of progress towards milestones (formerly NC levels)
- Termly reviews of progress
- Use of standardised tests (Vernon, Hodder NFER DRA)
- Discussions with SENCO/HT/parents and child of concerns
- Staged approach (See: How do we meet the needs of pupils with SEND)
- Assess – plan – do – review cycle
- The school creates a support plan for the child
- Possible assessment by appropriate outside agencies
- Child moves to SEND support register in the light of progress made

Provision for pupils with SEND

Arrangements for providing access for pupils with SEND to a balanced and broadly based Curriculum.

At Long Whatton CofE Primary School we strive to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos; broad and balanced curriculum for all pupils; systems for early identification of barriers to learning and participation; high expectations and suitable targets for all children.

Work can be on a small group basis or one-one, targeting areas of weakness and building confidence with each child. Parents are updated regularly on support sessions and encouraged to meet to discuss outcomes. Under exceptional circumstances children may repeat an academic year.

Most classes have full time support from a TA/HLTA and the school is volunteer rich, who work with individuals or small groups on a daily basis, or who enable the class teacher to do so.

EYFS

- High quality first teaching
- High ratio of adults to pupils (at least 1-8 and often 1-5)
- 1 to 1 support
- Reading buddies from KS1 and 2
- Advice and signposting for parents
- Activities and advice for parents to support learning at home
- Interventions to meet needs in language and communication, understanding of number, social and physical development

KS1

- High quality first teaching
- Dyslexia friendly learning spaces
- 1 to 1 support
- Small group work
- Paired/small group withdrawal
- Peer support
- Clear, small steps targets, understood by children
- Advice and signposting for parents
- Activities and advice for parents to support learning at home

KS2

- High quality first teaching
- Dyslexia friendly learning spaces
- 1 to 1 support
- Small group work
- Paired/small group withdrawal
- Setting
- Clear, realistic targets, increasingly identified by children
- Advice and signposting for parents
- Activities and advice for parents to support learning at home

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

Governors' criteria for evaluating success of education provided for pupils with SEND

Pupils should make progress and reach their potential. Detailed data analysis is shared with the curriculum sub-committee, including the governor responsible for SEND, about the achievement of all groups of pupils.

Arrangements for considering complaints about special educational provision from parents of pupils with SEND

Parents should initially contact the SEND co-ordinator or the Headteacher. If they do not feel their complaint has been addressed satisfactorily, they should contact the SEND governor. Parents may also contact the parent liaison officer at County Hall.

Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements made for staff to receive in-service training in SEND
SEND awareness-raising and training issues are identified and prioritised within the school's annual programme of continuing professional development as part of the school's overall development plan. Our links through the Shepshed and Castle Donington Learning Partnership and The BeSKiLD Trust also support professional development through exchange of good practice, peer observations and Coaching.

Teachers and facilities outside school, including LEA support services
We receive support from a variety of services outside school, including:

Educational Psychology Service
Specialist Teaching Service
Autism Outreach
Speech and Language Therapy Service
The School Nurse
Service for the Visually Impaired
Service for the Hearing Impaired.

Professional Development
The SENCO receives a programme of development through a local collaborative partnership group, which is cascaded as appropriate to staff. Training needs are identified on an annual basis. (See latest CDP plan which includes all staff)

Links with health and social services, education welfare services and voluntary organisations concerned with SEND

The school nurse is available through school for parents and children on request.
Behaviour and Attendance Advisor

Managing 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 children may also have special educational needs and may have an Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Long Whatton CE Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Inclusion & Accessibility, Accidents, First Aid & Administration of Medicines, in School

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Long Whatton CE Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

Arrangements for partnership with parents of pupils with SEND

We actively seek to work with parents. We are keen to make good use of their unique strengths, knowledge and experience, and value the contribution they make. The size and nature of our school and our open-door policy, means that parents and staff talk on a daily basis, with longer meetings arranged as appropriate.

Links with other mainstream schools and special schools, including arrangements when pupils with SEND change school

We have very strong links with Iveshead Academy and have extra transition arrangements with them for all children with special educational needs. Our links through the Shepshed and Castle Donington Learning Partnership and The BeSKiLD Trust also help to support transition and professional development.

How do we evaluate SEND provision?

The quality of our provision is measured by the outcomes of our pupils. Achievement of pupils on the SEND and vulnerable registers is monitored closely and provision amended to meet needs.

By making sure that all Parents feel welcome and are actively listened to regarding any SEND and concerns about their child, and instilling confidence by building effective Home school relationships and partnerships.

A governor helps the school monitor SEND provision, regular meetings are held to look at latest data and current provision.

SEND Co-ordinator: Mrs J Bradshaw September 2026

SEND Graduated Support Provision

Stage of Support	**School Support (Monitoring Children)**	**SEND Support (Specialist Support)**	**Support Plan**	**Education, Health and Care Plan**
Nature of Support	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.

Criteria for exiting	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support or move back to 'In school Support' progress is as good as or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.