

Longmoor Primary School



Special Educational Needs and Disability Policy 2025 - 2026

Adopted by Governors

Chair of Governors Signature: Jane Wright	Date: 10.11.25
Chair of Governors Signature: Jane Wright	Date: 13.11.24
Chair of Governors Signature: Jane Wright	Date: 22.11.23
Chair of Governors Signature: Jane Wright	Date: 16.11.22
Chair of Governors Signature: Jane Wright	Date: 17.11.21
Chair of Governors Signature: Jane Wright	Date: 18.11.20

The SEND Aims of the School

The Governing Body at Longmoor Primary School aim to: -

- Foster among pupils a caring and considerate attitude towards each other and their environment.
- Provide equal access to a broad and balanced curriculum, regardless of gender, creed, race or special educational needs.
- Provide a secure and positive environment, so that each child will feel valued, safe and happy.
- Develop the whole child; physically, socially, emotionally and intellectually.
- Equip the children with the skills needed for their life beyond school recognise the importance of each child's self esteem and enhance this wherever possible.

Objectives

The Governing Body will:-

- Ensure the earliest possible identification of SEND.
- Involve parents as partners in the SEND process.
- Regularly monitor and review each child's progress and take appropriate action.
- Ensure that the school fulfils the requirement of the SEND Code of Practice 2014.
- Make full use of expert support facilities eg. ISAS, Medical services, Educational Psychology Service, Behaviour Support Service, Specialist Units etc.
- Cater wherever possible for the full range of special needs within school.

Definition of Special Educational Need and Disability

Definition of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age

Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Longmoor Primary School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

Communication and Interaction - in expressing themselves or understanding what others are saying.

Cognition and Learning - in acquiring basic skills in school.

Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school.

Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Admission Arrangements

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derbyshire County Council) administers admissions into the school.

Admission arrangements for children with SEND do not differ from those of any other children. In the event of over subscription, all children would be admitted according to the Governor's admission policy. This policy acknowledges that all children with SEND have the right to be educated in a mainstream school, with regard to the New Code of Practice 2014.

Provision for children with SEND

The governing body adopt the approved LEA Admissions Policy. The school is committed to providing the necessary resources for early identification, assessment and support for all children with SEND.

The governors of Longmoor Primary School have appointed Nicola Howell as SENCO with responsibility for coordinating the provision of education for pupils with Special Educational needs in consultation with the Headteacher.

This role will entail:-

The day to day operation of the school's SEND policy.

- Supporting and liaising with all staff in order to ensure early identification of pupils with SEND.
- Co-ordinating provision for children with SEND.
- Maintaining the school's SEND register and provision maps.
- Write a termly SEND action plan and contribute to the school improvement plan.
- Ensuring accurate and GDPR compliant records are maintained for pupils with SEND.
- Monitor the SEND attainment and provision across school by carrying out learning walks, observations, book scrutiny, data analysis etc.
- Supporting and liaising with parents of children with SEND.
- Supporting and liaising with outside agencies in order to ensure every opportunity is provided to meet the specific needs of each child.
- Attending regular planning, assessment and review meetings with outside agencies.
- Supporting and coaching of school staff to ensure they understand the needs of SEND pupils and further develop their knowledge.
- Coordinate cost effective and relevant staff training to ensure we are being fully inclusive.
- Oversee and provide resources that enable SEND pupils to be fully included in school life.
- Applying for any additional support and funding if the appropriate criteria is met.

Every member of staff, both teaching and supporting, take responsibility for meeting the needs of the children with SEND in their care. The School, Nursery and Year 5/6 annexe all have toileting facilities for disabled children and there is a sensory room (Magic Room) in the main building for use by the whole school.

School has disabled access via ramps to the main entrance, both entrances onto the playground and into the Foundation Stage play area which are fitted with yellow railings. There is a yellow handrail fitted to the steps up from the Foundation Stage 2 area into school and black out blinds or curtains in 5 classrooms and the main hall for visual impaired children. A wheelchair lift has also been fitted in the Foundation Stage 2

department and a single toilet in the Infant girl's and Junior boy's toilets have been adapted for disabled use. There is also a changing table in the disabled toilet in the main corridor.

ALL pupils have access to a broadly based and balanced curriculum and regular INSET is held to update staff on issues and initiatives.

SEND Code of practice graduated response

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

Please see Graduated Response and Whole class Provision Map documents for further information.

SEND MONITOR

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

SEND SUPPORT

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, SENCO 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. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.

Do

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 teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Inclusion

SEND children are included in all activities within the school with the provision of support staff and appropriate differentiation. Where possible children with SEND are encouraged to attend after school clubs and appropriate provision is made for them. Please see Inclusion Policy and Statement.

Transition

School makes every effort to pass on information and communicate the needs of children by thorough liaison interviews and exchange of records to ensure continuity of provision and make the transfer of children to new schools smooth and successful. The use of 'My Concern' for safeguarding procedures means that records can be easily transferred to local schools who use the same safeguarding program.

The school has a full and planned liaison programme with both Wilsthorpe and Friesland schools which involves visits and activities for the children and visits from the secondary school staff in order to pass on information.

The school carries out liaison with local nurseries and pre-school providers and opportunities are made available for Early Years staff to visit these settings in order to observe children and gather information to ensure a smooth transition. Children are also invited to visit several times before they begin and meet with the Head teacher, SENCO and class teacher. A passport using photographs of the staff and buildings may be set up and the child's parents encouraged to refer to it at home to help familiarise the child with the new setting.

FS2 open mornings are held in the Autumn term for parents who would like their children to attend this school so that any needs can be identified early and preparations for adaptations put in place. Early Years staff also visit the new intake for FS2 in their own homes to gather information on their progress and talk about developmental needs.

Early Identification and School Support

Every effort is made to identify children with SEND early in order for the appropriate level of support to be given.

Any concerns about a child's lack of progress or the widening of a gap between a pupil and their peers should be shared with the SENCO. The use of screening tools and assessments in school help with identification on SEND needs.

The class teacher, with support from the SENCO, implements adapted tasks and resources, involves parents, sets targets that considers the needs of the whole child which where possible are specific, realistic and measurable. The teacher also gathers evidence of the child's attainment and progress. A whole school intervention and support provision map is written by the SENCO to show support and interventions that can be utilised for pupils across the 4 strands of SEND. A whole school Pupil Provision Map is written by the SENCO to show the support and interventions that SEND school support pupils are receiving across school. Individual provision maps are written for all pupils with Inclusion funding and an EHCP. SEND records are kept in individual electronic and hard folders and are GDPR compliant.

Intervention

School provides provision for interventions through small group withdrawal by teachers and teaching assistants and support within the classroom. Some children identified as having SEND will have an Individual Learning Plan drawn up by the class teacher in conjunction with the SENCO and parents. This plan will be discussed and revised three times a year with parents and they will receive a copy of their child's plan.

Pupils with an Education Health Care Plan or Inclusion funding are allocated additional support via their plan and in addition to the termly review meetings an EHCP annual review meeting will take place involving school, parents and all agencies as appropriate to the child's needs.

Intervention Strategies

Individual/ small group work with Teacher/TA support

Intervention Groups

Speech Link

Infant language link

Read Write Inc

Fresh Start

Active hand are achieving hands

Lego therapy

Buddy System/ Peer Tutors

Nurture Therapy

Sensory regulation support in Magic room

Lexia Reading Programme

Physical Literacy

First Maths

Mathletics

Conflict Resolution Team

Positive play therapy

Higher Ability Children

Any child showing a particular talent or academic skill will be supported through extension and challenge in the classroom. Their progress and attainment is monitored by curriculum coordinators and the Deputy Head.

Education Health Care Needs Assessment and Plans

If a pupil meets the criteria or on the advice of the Paediatrician, Clinical or Educational Psychologist, the school may apply for an Education Health Care Needs Assessment. The LEA can also be approached directly by parents or other agencies in accordance with the procedures set out in the New SEND Code of Practice 2014.

Inclusion Panel funding

Inclusion Panel is a mechanism for Derbyshire schools to access additional funding to support the inclusion of children and young people with additional needs. The panel may also signpost schools to other services who could offer additional advice and support.

All referrals to the Inclusion Panel **must be made by the school**. It would usually be the SENCO who completes the application form but they must have the consent of the child or young person's parents/carers.

Support from specialist teachers or outside agencies

A pupil may require outside agency involvement due to a specific area of concern or it is a recommendation from the National Health Service. It may be needed if are consistently make little or no progress despite school support and a graduated response.

The appropriate external support agencies are contacted to further increase the SEND graduated response. It ensures that we gain more knowledge, expertise and advice to contribute towards the pupil's IEP or provision map and in some cases may send representatives to work with individual children or give advice and support to parents and school staff.

These may include the following people as appropriate:

Educational Psychology Service
Health
Inclusion support advisory service
Speech and Language Therapy Service
Specialist teaching service
Physical Impairment Advisors
Visual Impairment Advisors
Auditory Impairment Advisors
Pre-school Advisory Service
Educational Welfare Services
Social Services (Starting Point)
Mental Health Services (CAMHS)
English as an Additional Language Advisory Teacher Service
Nurture Groups
Voluntary Agencies and Organisations
DIAS
Extended School Service
Children's Centre
Multi-Agency Team Advisor
Community Paediatrician
Physiotherapy
Occupational therapy
School Nurse
Clinical psychology

Referrals to some of the above agencies are now done through SPOA (Single Point of Access) who then refer on to the relevant agency.

Parents and Partners

Parents are involved at every opportunity from early identification of special needs through each procedure. Regular termly review meetings are held with parents, teachers, support staff and children to discuss and agree progress made and set further targets for achievement. Parents may seek advice from teachers about their children's needs and difficulties at the end of the working day. Further concerns may be raised with the SENCO or Head teacher when a suitable appointment has been made.

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

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- 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.
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- 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 the child.
- Making parents and carers aware of the Parent Partnership and support services.

Links with other schools

SEND children are also given the opportunity to liaise with other schools through our inter school sports programme.

Links are established for SEND children transferring to secondary education or special school through Y6 Phase Transfer Review meetings, extra visits to the new setting and discussion with the appropriate SENCO's.

Children who demonstrate high level or complex special needs, can be referred to the Inclusion support advisory service response team who may visit School to support children by working with staff to address their needs. They are also involved with staff training. Links are established through them to specialist units. It may be necessary for the Head teacher and SENCO to write a personalised risk assessment for this pupils in line with our behaviour and positive handling policy.

If children change schools during the Primary phase all SEND records will be forwarded to the new school and every effort made to contact the SENCO/ Head teacher of the new school in order to pass on relevant information and ensure a smooth transition.

Resources

A proportion of the school budget, including staff development funding, will be set aside for SEND resources each year. The use and amount of this money will be carefully monitored on an annual basis. The Governing Body has designated Mrs Tracy Kendrick as SEND Governor, with responsibility for evaluating the success of the Education which is provided for pupils with SEND and to liaise with the Head and SENCO re SEND matters

There is also a section on our school website under Curriculum that is dedicated to Special Needs and Disability from which information and links to useful resources can be accessed.

Evaluating the success of our SEND policy

The SEND Governor will meet at least annually with the SENCO and the governor will report annually on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of SEND pupils and parents as well as suitable training and supporting staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

Consideration of each pupil's success in meeting targets when reviewed.

Use of standardised tests –, Year 1 phonics check, Foundation profile scores, year 4 multiplication test, key stage 2 assessment tests.

School tracking systems

In addition the school will publish an annual SEND Information report which can be viewed on the schools website which details the key SEND information.

Complaints Procedure

As much as we always try to please everyone, sometimes events happen in school which anger and upset parents and children. We will always try to reach a solution and outcome which is fair and inclusive following investigations and discussions. However, we know that this may not satisfy everyone, and school has a complaints procedure to follow should a parent feel it necessary.

If you want to complain about a school's SEND support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's Education, Health and Care plan (EHCP).

If you are dissatisfied with any aspect of SEND provision you should first seek to discuss it with Mrs Howell (SENCO), if concerns remain then please contact the Headteacher, Mrs Dainty. A copy of the school's Complaints Procedure is available on the school website or you can request a copy from the school.

The policy will be evaluated and reviewed annually.

Nicola Howell SENCO November 2025