



LYDGATE INFANT SCHOOL

SEND & Inclusion Policy

(June 2025)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Teachers Standards 2012

Local Offer

We will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at <http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>, by searching for the school's name.

Lydgate Infant School SEND and Inclusion

Lydgate Infant School is committed to providing an appropriate and high quality education to all children in our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life wherever possible.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Lydgate Infant School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Lydgate Infant School we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

Definition of Special Educational Needs and Disabilities

Children have special educational needs if they have a learning difficulty that 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.
- b) Have a disability that 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 education authority.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Children must not be regarded 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.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs in allowing them to join in with school life, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that

parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment
- provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have

responsibility for ensuring that appropriate records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

The role of the SENCO in mainstream primary schools

The SEN Coordinator's (SENCO) responsibilities may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peer
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation

will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Identifying and Monitoring Need

Members of staff consult with the SENCO if they notice pupils who may need additional or specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil. The class teacher should invite parents/carers for a discussion to raise this concern and gather information from home. School will refer to the Sheffield Support Grid to identify the level of need that a child/young person is presenting with and the appropriate support that could be put in place.

Pupil progress meetings

We hold Pupil Progress meetings each term. Class teachers discuss children with SENCO and Deputy Headteacher. Provision maps are created for each class to assess impact and effectiveness and individual children are identified for additional assessment or support.

Individual diagnostic assessments

Individual diagnostic assessments, undertaken by our Learning Support Teacher are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, alongside other factors such as memory and processing skills.

Liaison with feeder settings/schools

Feeder settings/schools are contacted prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEN. Where practicable the SENCO will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Graduated Response

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014:

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

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for but we consider the needs of the whole child which will include not just special needs.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's SEND Support Plan and provision map. This process will happen termly.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analyzing the pupil's needs using the class teacher's 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 parents. The pupil's views where appropriate and where relevant, and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO (where appropriate) and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Support Plan. 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.

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 teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and/or behavior that is expected will be recorded by class teacher and other staff and summarised on the Support Plan in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice may be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period or where the child is working at levels substantially

below those of their peers. Advice is incorporated into the child's individual planning and targets. It is expected that the majority of children and young people with SEND will have their needs met within the school – effectively at 'school level'. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's SEND budget. In this case, we will continue to identify the child as having special educational needs.

If the child is able to maintain good progress without additional or different resources he or she will not be identified with special educational needs and will be removed from the SEN register. However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the resources available to all children. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

Extended Support Plan

If a pupil's needs fall in band 3 or above on the Sheffield Support Grid it may be appropriate to complete an Extended Support Plan which would collate all of the child's strengths and needs and also plan outcomes and support to help the pupil to progress. This provides a longer term and more holistic record of the child's need than Support Plans.

Referral for an Education, Health and Care Plan

An Education, Health and Care Plan (EHCP) involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a multi-agency assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school (via a locality moderation process), from a parent or a referral by another agency. If the referral successfully passes through the moderation process and the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for an EHCP. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an EHCP

Annual review of an Educational, Health and Care Plan

All EHCPs must be reviewed at least annually, with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to

be resolved.

Supporting Pupils at School with 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 visits 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 (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

This policy has been approved by the governors of Lydgate Infant School in agreement with usual processes, and will be reviewed as indicated through the school's Policy Review Cycle.