



# Lowfield Primary School

## Special Educational Needs & Disabilities Policy 2024-25



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## **Statement of Intent**

Lowfield Primary School values all pupils and celebrates diversity of experience, interest and achievement.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

The school will work with the LA within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Successful preparation for adulthood, including independent living and employment

## 1. Legal Framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- [The Special Educational Needs and Disability \(Amendment\) Regulations 2024](#)

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- [DfE \(2024\) 'Keeping children safe in education \(2024\)'](#)
- [DfE \(2023\) 'Working Together to Safeguard Children 2023'](#)
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

1.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan

## 2. Identifying SEND

- The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.
- At any point throughout the year, class teachers, in consultation with parents, can complete a designated form which detail any concerns regarding a child's progress and development. At this stage, the pupil will be added to the 'Initial Concerns' register.

Once a pupil has been included on the 'Initial Concerns' register, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities and additional support where possible to aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Support/assessment from an external specialist may be sought at this early stage in order to gain a greater understanding of the child's needs.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

## 3. Definitions

- 3.1. For this policy, a pupil is defined as having SEND if they have a:
  - Significantly greater difficulty in learning than most others of the same age.
  - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.
- 3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.3. The SEND Code of Practice: 0-25 years (June 2014) details four, main categories of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and physical needs

## 4. Objectives

4.1. The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

## 5. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCo, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of SEND policy and provision in the school, in order to raise the achievement of children with SEND. The SENCo meets regularly with SENCos in the Triad of schools in order to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

5.1. The SENCO will be responsible for:

- Collaborating with the Governors and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC Plans.
- Managing the school's Inclusion team.
- Liaising with the relevant, designated teachers where CLA have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Providing a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities.
- Organising staff training.

- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

5.2. Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full National Curriculum.
- The progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCo.

## 6. Early Years Pupils with SEND

- 6.1. The SENCo liaises with Early Years settings during the Summer term to ensure that relevant staff have detailed information regarding a child's additional needs upon admission. Where possible, the SENCo or Deputy Headteacher will attend all Transition reviews, arranged by the Early Years setting.
- 6.2. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.
- 6.3. The school will ensure staff listen and understand when parents express concerns about their child's development.
- 6.4. The school will ensure that:
- Children with SEND get the support that they need.
  - Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
  - The SENCo is responsible for coordinating SEND provision.
  - Parents are informed when the school makes special educational provision for their child.

## 7. Children with Specific Considerations

### Children Looked After (CLA)

- 7.1. Pupils at the school who are being accommodated, or who have been taken into care by the LA are legally defined as being 'looked after' by the LA.



- 7.2. The school recognises that children looked after are almost four times more likely to have SEND than all children, and almost nine times more likely to have an EHC plan than all children.
- 7.3. The school has a designated member of staff for coordinating the support for CLA.
- 7.4. Where that role is carried out by a person other than the SENCo, designated teachers will work closely with the SENCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

#### English as an Additional Language (EAL)

- 7.5. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 7.6. The school will consider the pupil within the context of their home, culture and community. The school will make arrangements for a home language assessment to be undertaken, where appropriate.
- 7.7. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist. Where appropriate, the school will organise an interpreter in order to gather detailed information from the pupil's parents/carers.
- 7.8. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of English or arise from SEND.

#### 8. Safeguarding

- 8.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:
  - Have the potential to be disproportionately impacted by behaviours such as bullying.
  - May face additional risks online, e.g. from online bullying, grooming and radicalisation.
  - Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.
- 8.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury and changes to behaviour and mood.

- 8.3. The Headteacher, Governors and Safeguarding Liaison Officer will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 8.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour, physical presentation or demeanour. The Headteacher, Safeguarding Liaison Officer or DDSLs will investigate all concerns raised.

## 9. Admissions

- 9.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:
  - Not refusing admission for a child that has *named* the school in their EHC plan.
  - Considering applications from parents of children who have SEND but do not have an EHC plan.
  - Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
  - Not refusing admission for a child who does not have an EHC plan.
  - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

## 10. Involving Pupils and Parents in Decision-Making

- 10.1. Parents of pupils with SEND will be encouraged to share their knowledge of their child.
- 10.2. Parents will always be formally notified when the school provides their child with SEND support.
- 10.3. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and when appropriate, the pupil involved.
- 10.4. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals and will:
  - Focus on the pupil as an individual, not allowing their SEND to become a label.
  - Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
  - Highlight the pupil's strengths and capabilities.
  - Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
  - Tailor support to the needs of the individual.
  - Organise assessments to minimise demands on parents.

- Bring together relevant professionals to discuss and agree together the overall approach.

10.5. Reviews of a child's progress will take place on a termly basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents.

## 11. Joint Commissioning, Planning and Delivery

- 11.1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 11.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 11.3. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- 11.4. The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:
- Population and demographic data.
  - Prevalence data for different kinds of SEND among children and young people at the national level.
  - Numbers of local children with EHC plans and their main needs.
  - The numbers and types of settings locally that work with or educate pupils with SEND.
  - An analysis of local challenges or sources of health inequalities.
- 11.5. The school's Data Protection Policy will be adhered to at all times.
- 11.6. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
- Improved educational progress and outcomes for pupils with SEND.
  - Increasing the identification of pupils with SEND prior to school entry.
- 11.7. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in co-ordination with the EHC plan, where appropriate.
- 11.8. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 12. Funding

- 12.1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
- 12.2. The SENCo can apply for high needs funding through Sheffield's Locality model, for pupils at Level 4 and above on the Sheffield Support Grid.

## 13. Local Offer

- 13.1. The school will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:
  - *Collaborative*: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
  - *Accessible*: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
  - *Comprehensive*: The school will help to ensure that parents and pupils understand what support is available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
  - *Up-to-date*: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.
- 13.2. The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND.

## 14. Graduated Approach

- 14.1. Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:
  - Establishing a clear assessment of the pupil's needs.
  - Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

- Implementing the interventions, with the support of the SENCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

#### 15. Extended Support Plans (formerly My Plans)

- The Extended Support Plan is a city-wide document primarily intended for learners on SEN Support in mainstream settings who have significant needs. Learners with lower-level needs can also have an Extended Support Plan if the setting and the parents agree that this would be helpful. For example, if a child requires complex but lower-level provision spread across several people/services, or where parents have expressed a lack of confidence in the setting.

The Extended Support Plan gives parents a much clearer idea of the extra help provided at school – who does what, how often, and for how long. An Extended Support Plan differs from an EHCP in that it is not legally binding and is issued and maintained by the setting (school, nursery or college) instead of the local authority. The Extended Support Plan includes:

- Key information about the child
- A description of the child's educational, health and social care needs
- The outcomes the child is working towards
- A description of the support required

#### 16. Education, Health & Care Plans (EHCPs)

- If a child has significant difficulties and their needs cannot be sufficiently met via an Extended Support Plan, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such, that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

16.1. The school will fully cooperate with the LA when assessment of the pupil is being conducted.

16.2. The school will provide the LA with any information or evidence needed.

16.3. All relevant teachers will be involved in contributing information to the LA.

16.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

16.5. The school will meet its duty to provide views on a draft EHC plan within 15 days.

- 16.6. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- 16.7. If the LA decides not to issue an EHC plan, the parents of the pupil or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- 16.8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- 16.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- 16.10. All reasonable provisions will be taken by the school to provide a high standard of education.
- 16.11. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes. Short-term targets will be identified on a pupil's Support Plan.
- 16.12. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- 16.13. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
- 16.14. Information regarding a pupil's EHC plan will only be shared with other educational settings in the context of a school transfer.
- 16.15. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- 16.16. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 16.17. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
- 16.18. The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **17. Reviewing the Education, Health & Care Plan (EHCP)**

- 17.1. The school will:
  - Cooperate with the relevant parties to ensure an Annual Review meeting takes place, including convening the meeting on behalf of the LA if requested.

- Ensure that the appropriate attendees are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the Annual Review meeting.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the Annual Review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify with the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

## 18. SEND Tribunal

- 18.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 18.2. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.
- 18.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
  - Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.
- 18.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'.
- 18.5. If disagreements are not resolved at a local level, the case will be referred to the DfE.
- 18.6. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 18.7. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

## **19. Data and Record Keeping**

19.1. The school's records will:

- Include details of SEND, outcomes, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

19.2. The SENCo keeps data on the levels and types of need within the school and makes this available to the LA through its bi-annual High Needs Audit.

19.3. The SEND information report will be prepared by the SENCo and will be published on the school website. It will include all the information outlined in paragraph 6.79 of the 'Special Educational Needs and Disabilities Code of Practice: 0 to 25 years'.

19.4. All information will be kept in accordance with the school's Data Protection Policy.

## **20. Confidentiality**

20.1. The school will not share any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

## **21. Publishing information**

21.1. The school will publish information on the school website about the implementation of this policy.

21.2. The SENCo will publish details of the SEND Information Report on the school website.

21.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.



## **22. Monitoring and Review**

- 22.1. The policy is reviewed on an annual basis by the Headteacher and SENCo, in conjunction with the Governors; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.
- 22.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 22.3. The next scheduled review date for this policy is October 2025.