



# Lockerley Church of England Endowed Primary School

**'Believe Together, Achieve Together'**

## Special Educational Needs and Disability (SEND) Policy January 2026

### **Love - Courage – Respect**

*'So in everything, do to others what you would have them do to you,  
for this sums up the Law and the prophets'  
Matthew 7:12*

This policy complies with the statutory guidance requirement laid out in the SEND Code of Practice 0 – 25 2014 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 2015
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance, Transition to the new 0 to 25 special educational needs and disability system, August 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Single Equality Policy
- Behaviour Policy
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy has been created by the school's SENDCo with the SEND Governor in liaison with the SLT and all staff.

The Children and Families Act 2014 came into force on 1 September 2014. It introduced changes to the special educational needs system. This policy reflects those changes and applies to cases which are not caught by the transitional arrangements of the new Act (see Statutory Guidance on Transition above).

Lockerley Primary School has a named SENDCo (Mrs Alex Clark) and a named Governor responsible for SEN (Mrs Christina Randles). They ensure that the Lockerley Primary School

Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Mrs Katy Kwiatek, Head Teacher, supports Mrs Clark in her role as SENDCo on the senior leadership team.

Enquiries about an individual child's progress should be addressed at first to the class teacher, since he or she is the person who knows the child best. Other enquiries should be addressed to Mrs Alex Clark – SENDCo.

Please make an appointment with the school office if you wish to speak to the SENDCO.

## **Policy Statement**

*Lockerley Primary School is an inclusive school. We provide teaching and learning which enables all children to gain access to and achieve within a broad, balanced and appropriately differentiated curriculum. We use our best endeavours to secure special educational provision for pupils for whom this is required and to meet their needs within a caring and supportive environment, working in close partnership with parents and children to allow all pupils to reach their full potential. Every teacher is a teacher of every child or young person, including those with SEND.*

*We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and the SEND Policy should be read in conjunction with all other policies, in particular, the behaviour, anti-bullying, medical and assessment policies.*

## **AIMS**

### **Defining SEND**

The 2015 Code of Practice states that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

We are aware that many children with SEND are considered to have a 'disability' within the terms of the Equality Act.<sup>1</sup> Thus, the school will also take action under the Equality Act 2010 where appropriate, for example, by making reasonable adjustments to policies and

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<sup>1</sup> Under the Equality Act, a person is 'disabled' if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

practices to avoid discriminating against disabled pupils.

**Our objectives are to:**

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- Ensure that every child experiences success in their learning and achieves to the highest possible standard
- Work in partnership with parents
- Work within the guidance provided in the SEND Code of Practice, 2015
- Ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils
- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

There are four broad categories of SEND described in the Code of Practice 2015:

Communication and interaction  
Cognition and learning  
Social, emotional and mental health  
Physical and sensory.

We have children in many of these categories of SEND and staff will have relevant training so that they are equipped to respond to them.

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of high quality first teaching, they are discussed with the SENDCo and a plan of action is agreed.

Class teachers are continually aware of and monitoring children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Progress and attainment relate to all four categories of SEND and are not restricted to academic achievement. For example, a child may be achieving within expected levels academically but may struggle with peer interaction or communication. The ability to communicate is an essential life skill for all children which underpins a child's social, emotional and educational development (Bercow report) so the child may still need SEND support. Consequently, teachers will be aware of the need to monitor progress in all areas of development.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and recognise the value of parental contributions in identifying SEND.

Other factors may impact on progress and attainment but are not necessarily a SEND, these may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being summer born

### **A Graduated Approach to SEN Support**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

All children are entitled to receive high quality teaching, differentiated teaching and this is the first step in responding to children who are not making expected progress. Additional intervention or support cannot compensate for a lack of high quality teaching. The quality of teaching and learning is monitored regularly by the head teacher and senior leadership team. In addition, the SENDCo will review the quality of teaching for children who are at risk of underachieving and offer strategies and advice to support class teachers as required.

If a child continues to make little or no progress despite targeted high quality teaching approaches, the class teacher and SENDCo will meet to discuss placing the child on SEND Register. A range of data about the pupil's progress will be considered alongside national data and expectations of progress. This may include standardised test results and diagnostic tests.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties parents will be informed as soon as possible, either at parents'

meetings (autumn and spring terms) or during an informal meeting to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required by the 2014 SEND Code of Practice. Depending on their age and their interest, the child will be invited to attend all or part of the meeting.

### **Assess**

This involves clearly analysing 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 and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the expected impact on progress, development and or behaviour and a clear date for review. Parents have expert knowledge of their children which provides essential information for school staff for planning purposes. Additionally, parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. As with assessment, pupil's views should be considered to ensure that planning meets individual needs and development.

We will record what SEND we have identified a child as having, what outcomes we expect the child to achieve with special educational provision (targets), and what provision we will put in place to reach those outcomes. This information will be recorded on an Individual Support Plan (ISP) which will be made available to all those working with the child so that all teachers and support staff who work with a pupil will be aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required. Outcomes will be written in child friendly language and will be shared with the pupil.

## **Do**

The class teacher remains responsible for the child's learning and for monitoring progress towards the ISP targets. 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 make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advice about the implementation of effective support or specialist programmes will be provided by the SENDCo.

## **Review**

Reviews of a child's progress will be made regularly by the class teacher. The ISP provision and targets will be reviewed at least termly at a meeting with the class teacher and parents, following input from the SENDCo. Following this, the parents may request a meeting with the SENDCo should they have further concerns. 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 SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite targeted high quality teaching and interventions and adaptations put in place under SEND Support. Outside agencies may also be contacted to provide specialist training and support for class teachers in a particular area of need. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional, social or mental health difficulties, which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind.

## **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SEND Support, we may apply for the child to be assessed for an EHC Plan.

Generally, we may apply for an EHC Plan if:

- The child has a disability which is life-long and which means that they will always need support to learn effectively or to access the educational opportunities available to their peers.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- We do not have the expertise or funding to identify a child's needs fully or to identify the provision/support the child requires.
- We know what the child's needs are and what provision should be put in place, but we cannot make that provision.

This is not an exhaustive list and a child's needs must always be looked at individually. A diagnosis (e.g. of ASC, ADHD or dyslexia) does not necessarily mean that a child will require an EHC Plan but all children are entitled to the provision which meets their identified needs.

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

Targets set for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Targets must always be SMART: specific, measurable, achievable, realistic and time-phased. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the SENDCO who monitors overall progress after the intervention.

Interventions are usually planned in six week blocks, unless the specific programme being followed requires a longer period of time. At the end of each block, children's progress towards their targets is assessed and recorded.

Where possible, and where relevant, progress is measured using standardised tests of reading, spelling and maths age to provide a ratio gain figure. In such cases, our aim is to achieve a double ratio gain (double the rate of progress) to the period of the intervention while ensuring solid, long-term skills are acquired.

A decision is then made as to whether to continue the intervention, to swap to a different intervention, or to allow a period of consolidation in class.

## **CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

For some children their Special Educational Need may be short term. If a pupil makes sufficient, sustained progress to catch up with age related expectations then they may be taken off of the SEND register. If this is the case, the views of the class teacher, SENDCo, pupil and parents will to be taken into account when making the decision. The pupil will continue to be monitored through the schools monitoring procedures and if it is felt that the pupil requires further additional assistance, then the procedures set out in this policy will be followed.

## **SUPPORTING PUPILS AND FAMILIES**

At Lockerley Primary School we are committed to working closely with families to ensure that we best meet the needs of children. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the law. For a copy of the school's admissions policy please see the website or ask at the school office.

Hampshire County Council have produced a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page).

We also encourage parents to make use of Hampshire SENDIASS (Special Educational Needs & Disability Information Advice and Support Services) who provide free and impartial advice for parents and carers of children with SEND. Their website can be accessed at [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk) and their contact telephone number is 08081645504.

Free independent and impartial advice can also be obtained from specialist charities such as:

- IPSEA (Independent Parental Special Education Advice) . Their website is <https://www.ipsea.org.uk/> and their telephone number is 0800 018 4016
- SOS-SEN. Their website is <http://www.sossen.org.uk/> and their telephone number 020 8538 3731.

The school produces a SEND Information Report which can be accessed through the website and copies can be requested from the school office.

If a child needs additional support with external tests such as SATs we apply for special dispensations as a school. This is usually arranged by the SENDCo.

At transition points, including starting school and transferring to secondary school we spend time with parents, children and the receiving school discussing the best way to make the transition as smooth as possible. This will include arranging additional meetings with the receiving school and/or the child making additional visits to their new school.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions must 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 may also have special educational needs (SEN) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision; the SEND Code of Practice (2014) is followed.

For further information please see the school's Policy for Supporting Pupils with Medical Needs on the school website or ask for a copy at the office.

## **MONITORING AND EVALUATION OF SEND**

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in the light of the following performance indicators:

- High quality first teaching with effective differentiation evident in observation and weekly planning.
- Accelerated measureable progress made by individual children
- Termly evaluations of the quality of IEPs targets and provision
- Parent/ carer and pupil questionnaires

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and at performance management interviews and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENDCo regularly attend the Hampshire SENDCo Circle meetings and training courses in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor meets with the SENDCO regularly to discuss actions taken by the school.

The Special Educational Needs & Disabilities Co-ordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND.
- Liaising with and advising class teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.

## **STORING AND MANAGING INFORMATION**

All staff are aware of the sensitive nature of special needs and maintain professional confidentiality. Information is stored and retained in accordance with the school's Data Protection and Confidentiality policies. Data should be shared with outside agencies in accordance with the law and with the parents' knowledge wherever possible.

## **REVIEWING THE POLICY**

The Governing Body, Head Teacher and SENDCo will review this policy annually.

## **ACCESSIBILITY**

### **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. In discharging our duties under the Equality Act 2010, we have set Equality Objectives which are published on our website. Ensuring and maintaining equal access to clubs is one of our core objectives. Data in relation to this goal is regularly and critically reviewed by the Governing Body's Public Sector Equality Duty sub-committee, comprising of the Head Teacher, Chair of Governors and another Governor.

## Accessibility

The Equality Act 2010, places a duty on all schools to ensure the accessibility of schools for disabled pupils. Key duties towards disabled pupils include:

- Not to treat disabled pupils less favourably for a reason related to their disability (i.e. we must not discriminate against them)
- Not to impose practices, policies or rules which apply to everyone but which have a specifically detrimental effect on some people with 'protected characteristics' such as disability. This is called indirect discrimination.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage compared to their non-disabled peers. Anything that is more than minor or trivial is considered a substantial disadvantage.
- To pay due regard in all our decisions and functions to the need to eliminate discrimination, harassment, etc; to advance equality of opportunity between people who share a protected characteristic and people who do not; and to foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not (this is called the Public Sector Equality Duty).
- To publish equality objectives and report on our equality information.
- To plan to increase access to education for disabled pupils by the provision of an Accessibility Plan which should be regularly updated and reviewed.

The governing body is also committed to increasing access to education for disabled pupils by:

- Setting and regularly assessing Equality Objectives
- Ensuring that disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school is on one level and wheelchair friendly, with all classrooms and parts of the building being accessible. There are disabled toilet and changing facilities. The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Please see our Accessibility Policy and Plan and SEND Information Report for further information.

## **DEALING WITH COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **BULLYING**

At Lockerley School we recognise that bullying can occur and that children with an SEND or disability are particularly vulnerable. When it does it can be harmful both physically and emotionally for the victim. It can also be a sign that the person carrying out the bullying has underlying issues that need to be addressed. Our anti-bullying policy enables adults in the school to recognise bullying when it takes place and to deal with it appropriately, efficiently, effectively and fairly.

Please see out Anti-bullying policy for more information.

## **EQUAL OPPORTUNITIES**

The staff of Lockerley Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

## **APPENDICES**

Appendix 1: Lockerley Primary School SEN Information Report

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.