SPARKENHOE COMMUNITY PRIMARY SCHOOL

Special Educational Needs & Disability Policy

Person responsible for policy: SENDCO

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SPARKENHOE COMMUNITY PRIMARY SCHOOL

SECTION A: Compliance

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

- Equality Act 2010: advice for schools DFE May 2014
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions Dec 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Sparkenhoe Child Protection (Safeguarding) Policy
- Sparkenhoe Accessibility Plan
- Teachers Standards 2012

SECTION B: Contact Details

The School's Headteacher is **Miss Rhian Jones**

The School's Special Educational needs Co-ordinator (SENDCO) is **Katherine Burns**

The Deputy Head responsible for pastoral care and vulnerable children is **Penny Cooper**.

The Governor with responsibility for Special Educational Needs is **Amar Basra Holmes**

The Headteacher, SENDCO, Deputy and SEND Governor may be contacted at:
Sparkenhoe Community Primary School
Saxby Street, Leicester LE2 0TD
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Email: office@sparkenhoe.leicester.sch.uk

SECTION C: Aims and Values

At Sparkenhoe Primary School we aim to raise the aspirations of and expectations for all pupils with SEND.
At Sparkenhoe Primary school we aim to provide a focus on outcomes for children and not just hours of provision or support.

SPARKENHOE COMMUNITY PRIMARY SCHOOL

The aims of Sparkenhoe Primary School are based on the aims stated in the Leicester City Local Offer for Special Educational Needs and Disability which may be accessed at the following webpage https://families.leicester.gov.uk/send-local-offer/ and guided by the SEND Code of Practice. We aim to work with the Local Authority, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need or disability and to provide access to a broad, balanced and relevant curriculum for all pupils.

The local offer is a Local Authority on-line resource which has two key purposes as defined in the Code of Practice:

1. To provide clear, comprehensive and accessible information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their parents, along with service providers in its development and review.

School information is required to be part of this information resource and Sparkenhoe has its own link from the Local Offer page on the website, https://www.sparkenhoe.leicester.sch.uk/our-key-information/send

We are committed to inclusion, meeting individual needs, and provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to '*promote pupils' self-esteem and emotional well-being and help them toform and maintain worthwhile relationships based on respect for themselves and others…' (National Curriculum)*

We make every effort to achieve maximum inclusion of pupils with SEND whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils (including those with SEND) have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion.

SECTION D: Objectives and Definition of SEND

1. **To identify and provide for pupils who have Special Educational Needs and additionalneeds.**
2. **To work within the guidance provided in the SEND Code of Practice (2014).**
3. **To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Education Needs.**
4. **To provide a Special Educational Needs Co-ordinator (SENDCO) who will work within the SEND Inclusion Policy.**
5. **To provide support and advice for all staff working with SEND pupils.**

Children have Special Needs if they have a learning difficulty that calls for special education provision to be made for them. Children have a learning difficulty if they:-

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

• 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

• Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Pupils with SEND will be admitted to the school in accordance with the requirements of the LA admissions policy. All pupils are welcomed into the school and we will endeavour to seek appropriate support as necessary to ensure that individual needs are met. No children will be refused admission to the school on the basis of his or her special educational needs. In line with the Children and Families Act 2014 and the Equality Act 2010, we will not discriminate against children with special needs and we will take all reasonable steps to provide effective provision for these children.

SECTION E: Management of SEND within school (Roles and responsibilities)

All staff are considered teachers of pupils with special educational needs or disability. All staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education Health and Care Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions and in the Teachers Standards 2012

In line with the recommendations in the Code of Practice the SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the 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 parents of pupils with SEND.

- Liaising with early years providers, other schools, educational psychologists, health andsocial care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority andits support services.
- Liaising with potential next and previous providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher, the Deputy Headteacher (Pastoral care) and school governors to ensure that the school meets its responsibilities under the Equality Act(2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The Headteacher and the Governing Body have delegated the responsibility for the day-to-day implementation of the policy to the SENDCO. Consequently, the SENDCO is responsible for keeping the Headteacher and the Governor with responsibility for SEND fully informed. This will take place at least once a year.

The role of the Governors is specified in the Code of Practice (2014)

SECTION F: Early Identification and Diagnostic Assessment of Pupils with SEND

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support – see SEND Code of Practice (2014) Chapter 6, paragraph 6.28 onwards, for a fuller explanation:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover awide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties aswell as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children andyoung people may have disorders such as attention deficit disorder, attention deficit hyperactivedisorder or attachment disorder.
Schools has a clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generallyprovided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment(MSI) will require specialist support and/or equipment to access their learning, or rehabilitationsupport. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
Some children and young people with a physical disability (PD) require additional ongoing supportand equipment to access all the opportunities available to their peers.

We accept the principle that pupil needs should be identified and met as early as possible. In order to do this we adopt the following procedures:

Identification in the Early Years Foundation Stage:

Where a child appears to be behind expected levels, or where a child's progress gives cause forconcern, practitioners consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the EYFS classes, practitioners consider information on a child's progress in communication and language, physical development and personal, social and emotional development (Prime Areas of Learning and development). Where any specialist advice has been sought from beyond the school, this also informs decisions about whether or not a child has SEND. All the information is brought togetherwith the observations of parents and considered with them and entered onto the Early Monitoring Process (identification of needs), this form is shared with parents who also sign the form. Adaptations to teaching should be put in to place including any interventions. A follow-up review is held with parents and the SENDCO at which it is decided whether the child should be placed on the SEND Register.
A delay in learning and development in the Early Years may or may not indicate that a child hasSEND, that is, that they have a learning difficulty or disability that calls for special educationalprovision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND.

Identification in Key Stage 1 and 2:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of thesame age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. At Sparkenhoe Primary School, we call this Quality FirstTeaching which may involve using more mixed ability teaching, the use of learning partners and resources such as word and letter mats and other key visuals to support learning.

Class teachers, supported by the senior leadership team, make regular assessments (every term)of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. 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 theattainment gap between the child and their peers
- widens the attainment gap

The first response to such progress is high quality first teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND. While informally gathering evidence (includingthe views of the pupil and their parents) the teacher will put in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's responseto such support can help identify their particular needs. This information is gathered together on the early Monitoring Process Form, this form is shared with parents who also sign the form. At this stage, the SENDCO with the support of the class teacher or teaching assistant may conduct the following diagnostic assessments:

- Initial Speech and language Screen (for delays in speech and language)
- Phonics Screening Check (to diagnose phonological difficulties or gaps in phonics learning)
- Reading Benchmark Test (to give a reading age range)
- NFER-NELSON single word spelling test (to give a standardised score in spelling)
- Lucid rapid (to indicate possible dyslexic tendencies)
- BEAM maths assessment (to identify gaps in learning)
- Any other appropriate assessments

Where a pupil shows a delay in these diagnostic screens e.g. a standardised score of less than 85, the SENDCO will advise parents and the class teacher at the first review that their child should be placed on the SEND Register. Parental permission is needed before any outside advice is sought.

The SENDCO maintains a record of pupils identified through the procedures listed. This registeris reviewed continually and the Head teacher reports to governors once a term.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, an assessment to determine whether there are anycausal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues are made. If it is thought housing, family or other domestic circumstancesmay be contributing to the presenting behaviour a multi-agency approach, supported by a referral to the Deputy Head responsible for pastoral care and vulnerable children or Early Help may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at alater stage.

Identifying and assessing SEND for children or young people whose first language is not Englishrequires particular care. The School looks carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or adisability. Difficulties related solely to limitations in English as an additional language are not SEND.

SECTION G: SEND support plan: a graduated response

The SEND graduated response is aimed at children and young people with special educational needs and/or a disability but without an Education, Health and Care plan. This is in recognition that many pupils with special educational needs and disability in the school will still require a person centred and holistic approach to meeting needs but do not have the complex difficultiesrequiring an Education, Health and Care plan.
The school adopts the following staged approach outlined in the Code of

Practice:EARLY INTERVENTION MONITORING

The Early Monitoring process (Identification of Needs) form is completed and discussed withparents and SENDCO, and signed by the parents.
Teachers make adjustments to Quality First Teaching and monitor pupil performance for a fixed period e.g. 6 weeks to a term.
Diagnostic assessments are carried out by the SENDCO, class teacher or teaching assistant, afterwhich the pupil may or may not be placed on the SEND Register.

The following criteria indicate a pupil's addition to the SEND Register:

- **The pupil has an identified medical, physical, emotional or social need, including pupils with Autistic Spectrum Disorder, Hearing Impairment or Visual Impairment**
- **Pupils working at Standardised Score of 98 or above on specific standardised literacy / maths assessments will not be considered to have a cognitive need in that area.**
- **Pupils who are working at Standardised Score 85-95 on specific standardised literacy / maths assessments will not be on the SEND register, but their progress will need to be closely monitored and targeted support, such as supporting readingmiles and appropriate in-class differentiation, will need to be provided**
- **Pupils working below Standardised Score 85 on specific standardised literacy /maths assessments will be placed on the SEND register.**
- **Those working at Standardised Score 78 or below will be considered high need pupils, requiring the most support and more intensive 1:1 interventions.**
- **Pupils working at 2 to 3 years below age-related expectations in Reading, Writing and Maths.**

The following criteria indicate that a pupil may exit the SEND Register:

- **Pupils working at Standardised Score of 98 or above on specific standardised literacy / maths assessments will no longer be considered to have a cognitive need in that area**
- **Pupils who are working at Standardised Score 85-95 on specific standardised literacy / maths assessments will not be on the SEND register, but their progress will need to be closely monitored and targeted support, such as supporting readingmiles and appropriate in-class differentiation, will need to be provided.**
- **Pupils working just below age-related expectations in Reading, Writing and Maths.**

SEND SUPPORT

Pupils are provided with an appropriate intervention strategy as part of a whole school Provision Map. Current interventions at Sparkenhoe include but are not limited to Phonics catch up, Precision Teaching, Accelerated Reader, additional focused groups as needed, Let's Talk, Fun Time, Sensory Circuits, Curiosity Containers and Colourful Semantics. Interventions are monitored each term for progress.

Pupils at this stage are included on the SEND Register and will have a review with parents each term to assess the impact of their intervention. The class 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.

Some pupils may be referred to an Outside Agency for advice and support with parental consent. These may include Special Needs Teaching Service, Educational Psychology, Speech & LanguageTherapy, Social, Emotional and Mental Health team, Occupational Therapy, Physical Therapy and Schools & Children's Health Service.

REFERRAL FOR STATUTORY ASSESSMENT for an Education Health and Care Plan (EHCP).

Pupils are subject to a proposal for statutory assessment of special educational needs, if it is felt that they will require Local Authority top-up funding or if they already receive top-up funding.

EDUCATION HEALTH AND CARE PLAN – Pupils are provided with an Education Health and Care Plan which outlines their needs, expected outcomes and provision, placement and transport needs. Their plan is reviewed annually at a statutory review.

SECTION H: Managing Pupils Needs on the SEND Register

Once pupils are added to the SEND Register, the following process is followed:

- Pupils are allocated an appropriate intervention to allow them to narrow the gap in learning according to their specified area of need.

- Progress of pupils on specified time-limited interventions is monitored by the SENDCO each term for the effectiveness of the intervention. Such interventions include: Language Groups, Phonics Groups, Additional Reading Groups, Maths Groups, Play Interaction Groups, Fun Time Groups.

- Pupil targets are set by the class teacher in discussion with parents and the SENDCO, entered onto the Pupil Support Plan and reviewed each term at Parents' Evening. It is the responsibility of the class teacher to ensure that the SENDCO has a record of the review meeting as soon as possible after the meeting and that progress towards the targets is adequately recorded and new targets set.

- The SENDCO updates the SEND Register as pupils move on and off the register (usingthe criteria outlined above) and ensures the register on the School Management System is updated at the beginning of each term in time for the School Census.

- Decisions as to whether pupils need additional assessments of need from outside agencies are made following reviews and through a referral process where the class teacher liaises with parents and referrals are made through the SENDCO. Pupils are referred directly to the appropriate service with parental consent and individual cases discussed at Joint Planning meetings which take place between the SENDCO and all the outside agencies including Speech and language Therapy, Local Authority SEND Support Service (Early Years Support, Learning, Communication and Interaction Team, Hearing Impaired Team, Visually Impaired Team, Social, Emotional and Mental Health Team and Educational Psychology) in two cycles. (September to February and February to July / August). Service level agreements are drawn up between outside agencies and the school and Notes of Visits recorded following each visit.

- Following reviews and Joint Planning Meetings with outside agencies, the SENDCO and relevant agencies may identify that a pupil has high needs where additional funding and support is needed from the Local Authority High Needs Block also known as Element 3 Funding. At this stage, the SENDCO will meet with parents, the pupil, outside agencies and other adults working with the pupil to propose a statutory assessment for an Education Health and Care Plan. In some cases, it may

be appropriate for high needs block funding to be applied for separately. The details of the Education Health and Care Plan process are described on the Local Authority's Local offer page **https://families.leicester.gov.uk/send-local-offer/**

- Statutory reviews for pupils with EHC plans take place every 6 months in the Early Years Foundation Stage and once a year in Key Stage 1 and 2. If it is anticipated that a pupil is moving to a new school, then an additional transition review will be held and the SENDCO from the new school invited so a transition plan may be drafted.

SECTION I: Supporting Pupils and Families

We endeavour to fully involve pupils wherever possible through including pupils in:

- Identifying their own needs and learning about their own learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting revised targets
- Statutory reviews, providing evidence for meetings and attendance at review meetings,where appropriate

We ensure that pupil perceptions of the support and progress are included in monitoring and evaluation procedures. We also ensure that all pupils have access to a designated member ofstaff, usually their class teacher, for support and to allow pupils to express any concerns they may have.

The school aims to work in partnership with parents/carers enabling and empowering themthrough:

- Giving parents opportunities to play an active and valued role in their child's education
- Making them feel welcome
- Encouraging them to inform school of any difficulties they perceive their child may behaving or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Allowing parents/carers opportunities to discuss ways in which they and the school canhelp their child
- Keeping parents informed and giving support during assessment and any related decision- making process about SEND provision
- Involving parents in meetings with outside agencies to support the family and their child
- Involving parents in transition meetings and arrangements from class to class, from one key stage to another and from our school to another school. A Teaching Assistant will often accompany parents on visits to see other schools, particularly schools offering specialist provision
- Posting information on our school website that directs parents towards Leicester City's Local Offer (Regulation 54, Part 4)
- Providing the support of a Family Support Worker where appropriate

SECTION J: Supporting Pupils at School with Medical Conditions (Individual Healthcare Plans)

A central requirement of the policy for supporting pupils at school with medical conditions is for an Individual Healthcare Plan to be prepared, setting out what support the each pupil needs and how this will be provided. Individual Healthcare Plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on the pupil's case. The aim is to ensure that we know how to support the child effectively and to provide clarity about what needs to be done, when and by whom. Although Individual Healthcare Plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. The school makes judgements about how a child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.
A meeting to start the process of developing a child's Individual Healthcare Plan is called wherethe plan is drawn up outlining the following areas and the people responsible:

- **Description of medical needs and details of child's symptoms, triggers, signs,treatments, facilities, equipment or devices, environmental issues etc**
- **Name of medication, dose, method of administration, when to be taken, side effects,contra-indications, administered by/self-administered with/without supervision**
- **Daily care requirements**
- **Specific support for the pupil's educational, social and emotional needs**
- **Arrangements for school visits/trips etc**
- **Other information**
- **Describe what constitutes an emergency, and the action to take if this occurs**
- **Who is responsible in an emergency (state if different for off-site activities?)**
- **Plan developed with… (name people involved in drafting the plan)**
- **Staff training needed/undertaken – who, what, when**
- **Form copied to…(e.g. Headteacher, SENDCO, Deputy Head with responsibility for vulnerable children)**

In addition, the school keeps the following records, forms and agreements which need to be completed for pupils with medical conditions:

- **Parental agreement for setting to administer medicine**
- **Record of medicine administered to an individual child**
- **Record of medicine administered to all children**
- **Staff training record – administration of medicines**
- **Protocol for contacting emergency services**

SECTION K: Admission arrangements

Nursery admissions: No pupil living in our priority area is refused admission to the nursery on the basis of his or her special educational need, including pupils with an Education Health and Care Plan, where Sparkenhoe Primary School has been named as the placement for the pupil. The school must ensure that appropriate provision is in place for when the pupil starts.
Pupils outside our priority area are considered according to our nursery admission policy, which is linked to the local authority admissions policy but no pupil is refused admission to the nursery on the basis of his or her special educational need (*see Admission policy for the school).* Pupils living outside our priority area with an Education Health and Care Plan where Sparkenhoe Primary School has been named as the placement for the pupil are admitted through consultation with the Special Education Services to ensure that provision is in place for when the pupil starts.

First Time Admission to the School: Pupils are admitted to the school through the Local Authority admission arrangements. Pupils living outside our priority area with an Education Health and Care Plan, where Sparkenhoe Primary School has been named as the placement for the pupil are admitted through consultation with the Special Education Services to ensure that provision is in place for when the pupil starts.

SECTION L: Staff Training and Resources

In order to maintain and develop the quality of our provision, teachers and support staff have on-going in-service training, some of which has been delivered through the Inclusion Development Programme for autism, dyslexia, dyspraxia and speech, language and communication difficulties.

Teachers and support staff also access training provided by Local Authority specialist services as appropriate.
Training is also accessed through the Attenborough Learning Trust.

The SENDCO regularly attends the Local Authority SENDCO network meetings and Attenborough Learning Trust SEND network meetings in order to keep up to date with local and national updates in SEND.

The provision for SEND is supported through the school's delegated budget (Element 1 and 2 Funding). There is additional funding from the Local Authority for high needs pupils which maybe applied for (Element 3 funding, Band 1, 2 or 3)

There is a small budget for SEND resources to support interventions. These can be accessed by staff in consultation with the SENDCO.

SECTION M: Links with Education Support Services

We aim to maintain appropriate contact with education support services for advice, training andsupport.

For some pupils at SEND Support and with Education Health and Care Plans, any one or more of the following agencies may be involved:

- SEND Support Service including the Learning Communication and Interaction Support Team, Early Years Support Team, Social, Emotional and Mental Health Team, Hearing Impaired and Visually Impaired services.
- Educational Psychology Service (EPS), (usually referred to only after advice has been sought and applied from the SEND Support). The Educational Psychology Service includes City Early Intervention Psychology Support (CEIPS).
- Special Education Service (SES), (for statutory proposals and reviews)

Some services may be referred to with parental consent through a Single Point of Contact (SPOC) referral to Specialist Community Child Health Services.

- Speech and Language Therapy (only when a speech and language screen has taken places, strategies applied and reviewed)
- Occupational Therapy
- Consultant Community Paediatrician (only via GP referral)
- Physiotherapist
- Specialist Health Visitor
- Audiology
- Diana Service (offer emotional support to a child/ young person who is ill or disabled by offering a range of therapeutic activities)
- Laura Centre (offer emotional support to a child/ young person who has suffered abereavement)
- Dietician
- Multi-Disciplinary Team (e.g. to confirm a diagnosis of autism)

Links with other services:

Effective working links will also be maintained as appropriate with:

- Social Services
- Early Help
- Educational Welfare Service
- RNIB and VISTA
- RNID
- Independent Support (IS), Leicester through SENDIASS at Voluntary Action Leicester(VAL) - provides parental support -parent partnership scheme
- Any other appropriate services

Links with other schools/integration links:
Links are also maintained with the following schools:

Partner schools in the Attenborough Learning Trust: Highfields Primary, Green Lane Infants, Uplands Infants, Charnwood Primary, Inglehurst Infants, Bridge Junior, Shenton Primary, Buswells Lodge Primary.
Local Secondary schools that Sparkenhoe pupils transfer to each year
Ashfield Special School for physical disabilities
Oakland Primary School (special school)
Ellesmere College (secondary special school)
Netherhall Special School
Westgate School (primary and secondary special school)
Other schools as appropriate
Records are forwarded to relevant schools when children transfer to another setting.

SECTION N: Accessibility

The school has made adjustments where reasonable and practicable to the school buildings to meet the needs of pupils with SEND, for example wheelchair access to the reception area, a disabled toilet on the first floor, stairs highlighted for visually impaired pupils, a lift to upper classrooms in the Saxby building, a hygiene room with ceiling hoist in Saxby. In the Gopsall building only one classroom has wheelchair access. The school acts in accordance with the Equality Duty.

SECTION O: Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Intervention Reviews, Pupil Reviews (with class teachers) & Statutory Reviews
- Analysis of tracking data for pupils on the SEND Register
- SENDCO review with Special Educational Needs Support Service (twice annually)
- Annual Monitoring and Evaluation Meeting & Report with Special Education Services
- Annual report to Governing Body

Other forms of monitoring include:

- Classroom observation
- Work sampling
- Scrutiny of planning
- Teacher interviews
- Informal feedback from SEND support staff
- Pupil interviews

SECTION P: Dealing with Complaints

Any complaints relating to the provision for pupils with SEND will be dealt with in the first instance by the SENDCO, then the Headteacher and will follow the school's usual Complaintsprocedure outlined below:

Informal concerns should be raised with your child's class teacher and many issues can beresolved at this stage. Formal complaints should be made to the Headteacher.

A complaint may be made in writing or in person by making an appointment. You should make it clear that you wish to make a formal complaint. If you are not satisfied with the outcome of the Headteacher's investigation into your complaint, or your complaint is about the Headteacher, you may complain to the Chair of the school's Governing Body, Mrs J Webb.

Your complaint should be made in writing, placed in an envelope market "Private and Confidential,to be opened by addressee only" and addressed to "The Chair of Governors Sparkenhoe Primary School" and delivered to the school office. The staff will ensure your complaint is passed unopened, to the Chair of Governors. If you need assistance with preparing a complaint please contact the Schools Complaint Support Service on 0116 252 7009, option 4

SECTION Q: Bullying

Pupils with special educational needs or a disability can be more vulnerable to bullying. The school has a strong anti-bullying ethos and there is a copy of our Anti-bullying policy on the school's website. Children with social communication difficulties can be particularly vulnerable to bullying in and these children are often supported in outdoor play times and are supported to become more independent in communicating through Play Interaction sessions and Language group sessions.

SECTION R: Reviewing the effectiveness of this policy

This policy will be reviewed once a year by the Full Governing Body.

We have identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has meetings with the governor responsible for SEND at least once a year
- The register is continually maintained and reported to governors once a term
- There is movement on the register, both up and down the stages and on and off theregister
- Intervention Reviews have clear entry and exit criteria

- Pupils demonstrate good or better progress in interventions
- All concerns are followed up within four weeks
- Parents are kept well informed about their child's progress
- All pupils with interventions have the targets reviewed once a term
- All teachers are aware of targets for pupils with SEND
- All targets are SMART and written in accessible language
- Parents are informed at meetings of their children's targets
- All teachers and support staff are aware of procedures and protocols for pupils with SEND
- All teachers' planning, provision and pupils' work demonstrates evidence of adaptation for pupils with SEND

This policy was last reviewed by the Governing Body on 9th November 2026