Iveson Primary School

SEN POLICY

Reviewed 07/01/2026

Next Review Spring Term 2027

Incorporating

Special Educational Needs Information Report

in compliance with

Statutory Instrument: Special Educational Needs (Information) Regulations

(Clause 65)

and

Special Educational Needs and Disability Code of Practice (2015)

This Policy was validated/ reviewed by the Governing Body in January 2026 and will be reviewed annually unless legislation or guidance from LCC supersedes this.

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Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice: 0–25 years (January 2015)
- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education (current version)
- Ofsted School Inspection Handbook (current framework)

Policy Links
This Policy links to other school policies:

- Supporting Medical Conditions Policy
- Equality Policy
- Intimate Care Policy
- Pupil Premium Policy
- Positive Behaviour Policy
- Care and Control Policy
- Child Protection Policy
- Complaints Policy
- School Core Offer for SEND Children
- Leeds Local Offer
- Admissions Policy

http://iveson-primary.co.uk/statements-policies/

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To promote inclusive practice and reduce barriers to learning for pupils with SEND

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014)

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

SEN Coordinator:

Karen Landa

Contact via the School Office

SEN Governor

Tricia Clarke

Contact via the School Office

SEN Information Report

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

The school provides support for pupils with needs across the four broad areas of SEN, as outlined in the SEND Code of Practice (2015):

• Communication and Interaction
• Cognition and Learning
• Social, Emotional and Mental Health
• Sensory and/or Physical Needs

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with (for example):

- Social, Emotional and Mental Health Issues
- Autistic Spectrum Condition
- Hearing Impairments
- Moderate Learning Difficulties

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding via an Education Health Care Plan (EHC) if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-

setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

Inclusion: does it matter where pupils are taught?
(Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."

SEN Code Of Practice
(2015 : Para 1.24)

"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

Achievement for All
(National Strategies : 2009)

"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision."

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEN Code of Practice 2015

As part of our partnership with families, we actively signpost parents/carers to the Leeds Local Offer, which provides comprehensive, up-to-date information about education, health, and social care support available locally, how to access it, and how to get advice and support. The Leeds SEND Information, Advice and Support Service (SENDIASS) can also help you navigate this offer and understand your rights. The school ensures that its SEN Information Report is published on the Leeds Local Offer, is up-to-date, and meets the local authority's information checklist. We review this annually in consultation with parents, carers, pupils, and relevant local authority guidance to ensure accuracy, accessibility and compliance.

Website: www.leedslocaloffer.org.uk
Email: LLO@leeds.gov.uk
Leeds SENDIASS: SENDIASS contact details (0113 378 5020)

Provision for SEN

Universal Provision:

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

All learners will have access to quality first teaching.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Assessment follows the graduated approach: **Assess, Plan, Do, Review**, in line with the SEND Code of Practice (2015). Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements - cycle of plan, action and review
- following up parental concerns

- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language
- Involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- class support
- pre-teaching
- focused intervention
- bilingual support/access to materials in translation
- further differentiation of resources

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENCO
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating pupils' progress
- attendance records

- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors

Additional SEN Provision

Pupils will be offered additional SEN support when it is clear that their needs require provision that is additional to or different from that which is ordinarily available to pupils of the same age. i.e. they have a special educational need as defined by the SEN Code of Practice 2015.

Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the class provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEN support register will be identified and tracked using the whole-school provision map.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN support register (above) and, in addition to this, will have an Annual Review of their plan.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

Parents/carers who wish to request an Education, Health and Care needs assessment can find information and forms via the Leeds Local Offer. The legal test used by Leeds City Council asks whether:
(1) the child has or may have SEND; and
(2) whether they may need an EHCP to secure necessary support.

Roles and Responsibilities

Class teacher

Liaising with the SENCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN support register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies" (SEN Code of Practice 2015)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant designated teacher where a child looked after pupil has SEN
- Advising on a graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies

- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school or maintained nursery keeps the records of all children with SEN up to date

Headteacher

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The head teacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- regular meetings with the SENCO
- discussions and consultations with pupils and parents as appropriate

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Assessing and Reviewing pupils' progress

(The effectiveness of our educational provision for pupils with Special Educational Needs)

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need
- Annual reviews of Education, Health and Care Plans are carried out in accordance with the SEND Code of Practice (2015)

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. For example: Sensory experiences to develop sensory awareness and concentration.

Adult support for children who require a key person

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners
Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

The school has a robust approach to supporting children who require social and emotional provision. For example:

- Lunchtime pastoral groups – to support unstructured time
- Behaviour support within phases
- Nurture groups (classes run by Nurture lead)
- Inclusion team

- Lunchtime Behaviour Learning Centre to help support restorative practice
- Assigned key adults for pastoral care
- Support from external agencies such as Targeted Mental Health in Schools Service (TaMH's) and Area Intervention Partnership (AIP)

Special Educational Needs Coordinator and School Staff

In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO will regularly attend local network meetings.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Partnership with Parents/Carers

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

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them, self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Plan

Partnership with Outside Agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.

We seek to respond quickly to emerging need and work closely with other agencies including:

- Targeted Services Lead
- Mindmate
- Mindmate Team Support
- CAMHS
- SENSAP
- Educational Psychology Service
- Speech and Language Service
- STARs
- SENIT
- NWAIP
- Cluster Support Services
- Leeds SEND Information Advice Service
- Sensory Impairment team
- Local NHS services

- Early Years SEN support service (Inc Portage team)
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

Arrangements for Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Complaints

Complaints relating to SEND provision should be raised in accordance with the school's Complaints Policy, which is available on the school website. If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Links with other services:

Effective working links will also be maintained with:

Complex Needs Team
http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx
Contact number: 0113 395 1039

Educational Psychology Service :
http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx
Contact number: 0113 395 1176

Social Services: http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx
Contact number: 0113 222 4403

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx