



Special Educational Needs and Disabilities Policy

Approved by Gledhow Primary School Governing Body – December 2025

To be reviewed – December 2026

1. Definitions of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for additional educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015)

Disability has been defined by the Equality Act, 2010 as follows:

“A person has a disability if:

- The person has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Long-term disability is defined as:

- “It has lasted for at least 12 months;
- It is likely to last for at least 12 months, or;
- It is likely to last for the rest of the life of the person affected.”

Substantial disability is defined as “more than minor or trivial.”

(Equality Act, Chapter 15, 2010)

2. Inclusion Statement

Gledhow Primary School is committed to providing all children with a broad and balanced curriculum in which they are fully included and engaged within all aspects of school life. We endeavour to achieve inclusion for children with SEND, whilst ensuring we are meeting their individual needs. Every teacher is a teacher of Special Educational Needs and is responsible and accountable for all learners in their care, even when they are under the support of specialist staff or teaching assistants.

3. Aims and Objectives of this Policy

At Gledhow we want children to develop a love for learning. Our school’s SEND policy aims to ensure full curriculum access and high levels of achievement for all pupils by identifying SEND needs as early as possible and addressing them through high-quality teaching, tailored provision, and targeted interventions. We prioritise close partnership with parents and work collaboratively with external agencies to ensure every learner receives the support they need to succeed.

4. Responsibility for the Co-ordination of SEND provision

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCo). The SENCo, working closely with the Assistant Headteacher with responsibility for inclusion; and the head teacher, has responsibility for the day to day operation of the school’s SEND policy and for coordinating provision for pupils with SEND.

The SENCo is Mrs Fran Lewis, with oversight from the Assistant Head Mrs Louise Evans.

The SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and

review short-term objectives on assessment, SEND Support Plans and Education Health and Care Plans (EHCP)

- Oversee the records of all pupils with SEND
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Support regular liaison for parents and carers of pupils with SEND
- Liaise with external agencies in matters relating to pupils with SEND
- Liaise with the SEND governor
- Have, or within three years of being appointed to the position will have obtained the National SENCo Qualification

Teachers will:

- Be made aware of school's procedures in identifying, assessing and making provision for children with SEND
- Teachers have a responsibility to bring to the attention of the SEND team any child whose needs they believe are not being met. They should seek to identify pupils who are making less than expected progress given their age and individual circumstances. This can be categorised by progress which:
 - 1. Is significantly slower than that of their peers starting from the same baseline
 - 2. Fails to match or better the child's previous rate of progress
 - 3. Fails to close the attainment gap between the child and their peers
- The first response should be reasonable adjustments to environment and quality first teaching and increased universal provision including but not limited to word banks, interventions, sensory breaks.
- Identify and address barriers to learning promptly; ensuring that all pupils feel supported to be resilient in overcoming difficulties.
- Provide targeted interventions for pupils who need additional help.
- Use adaptive teaching so that all pupils can access the curriculum and be ambitious in their achievements.
- Teachers are responsible and accountable for the progress and development for the pupils in their class including where pupils access support from Teacher Assistants or specialist staff
- Teachers must plan, in accordance with SEND Support plans /IBP's / EHCP / for children with SEND

All staff in school have responsibility for maximising achievement and opportunity for vulnerable learners. Specifically, all teachers are teachers of pupils with SEND. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is to be shown towards all pupils at all times.

5. Admission arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. If a child has an Education, Health and Care Plan (EHCP), the SENCo, alongside the head teacher will work with the Local Authority (LA) named casework officer to discuss how school is able to meet the individual needs of the pupil. All reasonable efforts and adjustments

will be made to do so.

6. Identification, assessment and provision for SEN

The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEND following an 'Assess, Plan, Review Cycle'

There are clear, well communicated criteria for placing pupils on the SEND register and removing them from this graduated approach. Children may be identified if concern is expressed by teacher, parent, health or social services. Wherever possible, additional needs are identified and early help is provided to support the child and those around them. Pupils identified as 'SEND Support' will have their names added to the SEND register when it is clear that their needs require intervention which is additional to or different from the well-differentiated curriculum offer for all pupils in the school. Where a pupil has a significant, severe and sustained need, it may be necessary to consider the need for an Education Health and Care Plan.

Parents will be consulted and informed when their child is entered onto the SEND register under one of the four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health or Physical and/or Sensory.

Assess:

Children who are identified as having support which is additional to or different from their peers will be assessed by their class teacher; drawing on teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. In addition to this, the views are sought of parents and if relevant, advice from external support services and the pupil's own views. School uses B Squared Progression Steps and the SENIT Development Journal as alternative assessment tool for pupils working significantly below their chronological age

Plan:

The teacher and the SENCo should agree in consultation with the parents and the pupil (where possible) the adjustments, enhancements, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do:

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom

teaching. The SENCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving, seeking further advice and advising on the effective implementation of support.

Review:

The effectiveness of the SEND support plans are reviewed at least termly. The impact and quality of the support and interventions are evaluated by the class teacher and SENCo along with the views of the pupil and their parents. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil and consider requesting support from outside agencies.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents may consider an application for Education, Health and Care Plan Assessment.

Assessment and Monitoring:

Through the graduated response: assess, plan, do, review cycle individual children's learning will be closely monitored and assessed through the use of:

- Monitoring and evaluating the success of targets on SEND Support Plans
- Evaluation of the impact of provision, interventions and programmes of study
- Analysis of individual progress data including whole school data systems and B Squared Small Steps assessment where appropriate
- Analysis of attendance and exclusion data
- School systems including pupil interview, book scrutiny, learning walks and observations.

7. Access to Curriculum and Resources

We are committed to supporting SEND learning through:

- Setting suitable learning challenges
- Responding to pupils' diverse and individual needs
- Attempting to overcome potential barriers to learning and assessment

The curriculum for pupils with SEND can be flexible and is adapted according to need. Teachers, Teaching Assistants and Learning Mentors work together to maximise effective access to the curriculum. Support will be allocated according to individual need. The local authority provides school with a notional inclusion SEND budget to meet the emerging needs of pupils. For children who require a higher, or bespoke level of support; Funding For Inclusion (FFI) has been available to apply for until 2023. Education Health and Care Plans will be linked to additional funding from 2024.

The School has an Information Report which details provision offered. This is available on the school website and on request. In addition to this, Leeds Local Offer is available at:
<https://leedslocaloffer.org.uk/>

8. Accessibility

The school is on two floors and has ramped access to the exterior and lift access to the second floor of the new building. There is a disabled toilet and access to shower facilities. School is able to seek advice from the LA and make reasonable adjustments in line with the Equality's Duty (Equalities Act, 2010 and schools). The school undertakes an accessibility audit to ensure the ease of access for all types of disabilities which is available on request. School adheres to the Equality Act 2010 and Schools and Departmental Advice for Schools.

9. Partnerships

Gledhow Primary School aim to work in partnership with pupils, parents, external agencies and support services and other schools.

Partnership with Parents/Carers :

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. The views of parents will be sought at all stages of assessment

and provision. We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice e.g. Leeds SEND Information and Advice Support Service (SENDIASS).

Partnership with Pupils:

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- Be involved in the development of 'One Page Profiles' to share information about themselves and how they learn
- State their views about their education and learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them, using the SEN Support plans
- Contribute to Annual Reviews where appropriate.

Partnership with Outside Agencies:

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

We have good links with the following agencies:

- Occupational Therapists (OT)
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- 0-19 Nursing (previously known as School Nursing) including Health Visitors
- Specialist Training in Autism and Raising Standards (STARS)
- Special Education Needs and Inclusion Team (SENIT)
- Children's Social Work Services (CSWS)
- NHS Speech and Language Therapy (SALT) Service (including additional traded time)
- Educational Psychology (EP)

Partnership with Other Schools and Settings

We are part of the Alwoodley, Roundhay and Moortown (ARM) Cluster. We endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school, including additional transition visits, handover meetings with SENCOs and individualised transition plans.

Concerns and Complaints

If there are any concerns relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head Teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved concern, the issue should be taken through the school complaints procedure