

# Stocks Lane Primary School

SEND Policy 25-26



To be reviewed:  
November 2026

## **STOCKS LANE PRIMARY SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

This policy complies with the statutory requirement described in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013  
SEND Code of Practice 0-25 (2014)  
The National Curriculum in England Key Stage 1 and 2 framework document 2013 Teachers Standards 2012

In addition to the following Stocks Lane Policies:

Safeguarding Policy Child  
Protection Policy  
Accessibility Plan  
Intimate Care Policy  
Behaviour Policy

#### **INTRODUCTION**

Stocks Lane Primary School has a designated SENDCo Teacher, Miss Critchley. At Stocks Lane, we believe that all children have an equal right to a broad and balanced education which enables them to reach their full potential.

Our Local Offer found on our school website outlines provision made for children with SEND at Stocks Lane. This provision is additional to and different from that provided within differentiated curriculum. It is our belief that all teachers are teachers of every child, including those with SEND.

This policy was developed in consultation with a range of stakeholders, including: Teachers, Learning Support Assistants, Parents and Governors.

#### **AIMS:**

At Stocks Lane, we work towards raising expectations and achievement for all our pupils, including those with SEND. We believe in developing the whole child to their full potential, academically, physically, creatively and spiritually.

#### **OBJECTIVES:**

1. To adhere to the guidance as described in the SEND Code of Practice 2014.
2. To identify and make provision for pupils with special educational needs as early as possible.
3. To provide Quality First Teaching, which is differentiated to match children's needs.
4. To make targeted provision for groups and individuals as needed.
5. To monitor and review provision on a termly basis.

6. To provide a Special Educational Needs Co-ordinator, who is also a member of the Leadership Team.
7. To work closely with all external agencies in order to seek specialist advice and training.
8. To provide up to date training for all staff as needed.
9. To work in close partnership with parents.
10. To involve children fully in their learning and review process as applicable.
11. To publish a Local Offer on the school website, which describes the Provision available.

**PUPILS WITH SEND DEFINITIONS:**

‘A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age’  
*Code of Practice 2014.*

**The 4 areas of SEND, as described in the Code of Practice are:**

Communication and Interaction  
Cognition and Learning  
Social, Mental and Emotional Health  
Sensory/Physical.

These four broad areas give school an overview of the range of needs which need planning for. In many cases, children with SEND will have needs in one or more categories. The following factors DO NOT constitute SEND but may impact upon progress and attainment.

Disability- alone does not constitute SEND  
Attendance  
Health and Welfare EAL  
Children in receipt of Pupil Premium Grant  
Being a Looked After Child

Identifying behaviour as a primary need is no longer an acceptable way of describing children with SEND. In line with the 2014 Code of Practice, we will regard behaviour as a response to another need which we will identify using our ongoing assessment data and observing the child. For example, a child who displays challenging or disruptive behaviours may be doing so as a result of Speech, Communication and Language Difficulties.

**HOW WE IDENTIFY CHILDREN WITH SEND:**

At the heart of our school ethos is the core belief that quality first teaching is essential when ensuring children make good and outstanding progress whatever their needs.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants and other specialist staff. The quality of teaching is closely monitored on a half termly basis through: lesson observations, book scrutiny, data analysis and pupil interviews.

At Stocks Lane, we endeavour to identify children who may have Special Educational Needs early in their school career. It is our belief that if a child is identified at an early stage, then provision can be made which may improve the child's future attainment and life chances.

When deciding whether a child has SEND, the teacher and SENDCo will collate and consider all information gathered from within school about pupil's progress. This information could include observations and assessment data.

For some children, this will also include information from external agencies and parents as applicable. Before placing a child's name on the SEND Register, the SENDCo will look at the information in conjunction with Education Bradford's SEND Guidance. This will inform us of the provision required and where in the Matrix of Need a child is working at.

Parents will be informed, and their views sought if the child is identified as having SEND. This is the responsibility of the class teacher.

#### **MEETING THE NEEDS OF CHILDREN WITH SEND:**

We apply the ASSESS-PLAN-DO- REVIEW cycle as described in the 2014 Code of Practice.

#### **PLAN**

After the initial assessment/collation stage described above- refer to HOW WE IDENTIFY CHILDREN WITH SEND- we will set targets for each child. These targets will be SMART and will be documented and shared with pupils and parents.

Any child who is on the SEND Register will have their targets recorded on an Individual Education Plan (IEPs).

These targets will be set as part of the review process and will be done in collaboration with key adults (SENDCo, Class Teacher, Learning Support Assistant, External Agencies as appropriate). Pupils will be involved through a pre- review interview with an adult.

Targets for all pupils will be recorded termly.

## **DO**

'Special Educational Needs provision means educational or training provision that is different to or additional from, that made for others of a similar age in a mainstream setting' Code of Practice 2014.

We have a range of interventions in school which are provided for children with all need types. Additional English and Maths based interventions are used to support children with moderate learning difficulties.

IEPs describe the range and frequency of additional interventions a child is undertaking in addition to strategies to be used in class to meet their needs.

Provision for children with SEND at different areas in the Matrix of Need is described on the school's Local Offer.

### **Terminology:**

Below Age Related Expectations

SEND support

EHCP

## **REVIEW**

The progress of all children with SEND is reviewed and monitored termly at least. Parents are invited to contribute to the new IEP and are invited in person to any EHCP Annual Reviews and this process is managed by the SENDCo. External agencies are invited as appropriate. As well as reviewing progress, provision is also monitored and adapted as needed.

When monitoring and evaluating the impact of interventions, the SENDCo will meet with teachers termly for Provision Planning meetings. This will be done alongside analysing whole school data and will involve reassessing ranges of provision. This in turn will inform future provision for SEND pupils.

### **Nurture, Encourage, Succeed Together (NEST)**

The NEST is a calming nurture room which is rooted in mutual respect. Children who are identified as having SEMH needs, may be invited to attend the NEST for daily check ins, friendship groups, Lego therapy, Yoga etc. These interventions are designed to support the children and help them to regulate their emotions and become ready to learn. The NEST is also used on an 'ad hoc' basis to help support individual children who display reactive behaviours due to incidents and therefore require immediate interventions.

### **SUPPORTING PUPILS AND FAMILIES:**

All Parents are kept informed of their child's progress via Parents' Evenings, termly progress report cards and a final end of year short written report.

In addition, children who are on the SEND Register are reviewed in school termly via Provision Map. Parents are invited to review and add any additional comments onto IEPs.

We work alongside a range of agencies to support parents e.g. School Nurse, Family Centres. Our admission arrangements can be found in our Admissions Policy and are published on our website. Parents are also directed towards our School Local Offer, which is also on our school

website.

Children with SEND are supported throughout school. Additional transition arrangements are made at the end of academic years for children who may need support. For Year 6 pupils transferring to High School, SENDCos from the new school are invited to Summer Term Reviews and transition plans are made jointly.

### **TRAINING:**

The training needs of staff are identified and planned as part of the schools INSET programme and through Performance Management processes.

Early Career Teachers meet with the SENDCo as part of their induction during their first term at school.

### **ROLES AND RESPONSIBILITIES:**

- The Role of the Special Educational Needs and Disabilities Coordinator (SENDCo)
- The SENDCo is Miss Lizzy Critchley.

### **The SENDCo will:**

- Be responsible for coordinating SEND provision in school.
- Liaise with and advise other staff on SEND related issues.
- Organise and chair Reviews for children with SEND who are at SEND Support and above.
- Liaise with external agencies and parents.
- Take a lead role in identifying and planning training.
- Advise the Headteacher and Governors on SEND related issues.
- Arrange additional provision for children with SEND and evaluate the impact of that provision
- Maintain documentation related to SEND, including individual pupil records and the SEND Register.
- Order and deploy resources for use with children with SEND.
- Act as line manager to Learning Support Assistants.
- Arrange and support transition within school, on entry into school and at the end of Key Stage 2 for children with SEND.
- Monitor the progress made by children identified with SEND.

### **THE ROLE OF THE SEND GOVERNOR:**

The designated SEND Governor is currently vacant.

The Governors are responsible for deciding how best to provide for children with SEND and will monitor the work of the school on behalf of children with SEND.

The designated Governor will meet with the SENDCo to be updated on SEND related issues and will feedback to the Governing body at least annually.

### **THE ROLE OF THE HEADTEACHER:**

The Headteacher has responsibility for:

- Overseeing the implementation of this policy.
- Delegating budgets as appropriate for general SEND provision and for that of specific children with SEND.
- Liaising with Governors and updating them on all SEND issues.
- Monitoring the quality of teaching in school, including teaching of children with SEND.
- Supporting the SENDCo.

### **THE ROLE OF TEACHERS:**

- To provide quality first teaching for all children, including those with SEND. To monitor the progress of children with SEND closely.
- To consult with the SENDCo about concerns they may have about individual children. To implement strategies and interventions suggested by the SENDCo.
- For all children working in the Quality First Teaching stage of the Matrix of Need, to complete Provision Plans and to update parents of the progress of these children.
- To manage Learning Support Assistants on a daily basis.
- To provide assessment data and written reports as needed.
- To be responsible for the implementation of IEP targets for SEND Support and above pupils.
- To attend SEND INSET as directed.

### **THE ROLE OF LEARNING SUPPORT ASSISTANTS:**

- To work under the direction of Teachers or SENDCo as appropriate.
- To support in delivering intervention programmes
- To feedback to Teachers about children's progress.
- To provide written feedback on progress towards IEP Targets.
- To attend SEND Reviews for pupils they work with.
- To complete Pupil Questionnaires prior to SEND Reviews.
- To work alongside external agencies as needed.
- To make and store resources used with SEND pupils.
- To attend INSET on SEND matters as requested.

### **ACCESSIBILITY:**

\*Refer to Accessibility Policy and Plan.

### **ADMISSIONS**

Our school Admissions Policy entitles placement for any child who fulfils the criteria laid down. \* Refer to School's Admission Policy.

**RECORD KEEPING:**

A central store of individual pupil records is kept in a locked filing cabinet in the SENDCo’s office and also electronically on the secure system.

In addition, each class has a file with the current IEPs for the children on the SEND register in their class. This is kept in a locked cabinet at all times.

**COMPLAINTS:**

If you are unhappy with any aspects of your child’s education regarding SEND, please contact Miss Critchley in the first instance via the school office on 01274 880569 or by emailing SEN@stockslane.org.

If you are not satisfied with the outcome of the complaint then please follow the procedures set out in the complaints policy which you will find on the school website.

**REVIEWING THIS POLICY.**

This Policy is reviewed annually. The SEND Governor is also consulted as part of this process.

Headteacher ..... Chair

of Governors ..... Revised:

November 2025

Review Date: November 2026