



What is SEND?

Special Educational Needs and Disability (SEND) are defined by the SEND Code of Practice (2015, p15/16):

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*

At East Ardsley Primary, a child can be added to (or removed from) the SEND register after consideration of the following:

- Is SEND provision and planning required, above and beyond the usual differentiation of the classroom?
- Does the child have low attainment?
- Is the child making little / no progress?
- Is finely graded assessment required, giving small step learning objectives and progress measures?

The above points are considered for the 4 areas of need, as identified by the SEND Code of Practice (2015):

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

A diagnosis is not required to access planning, provision or to be on the SEND register. Nor does a diagnosis mean that a child will, necessarily, be added to the SEND register.



What is the role of the SENDCO? (Special educational needs and disability co-ordinator)

SENDCOs, who must be a qualified teacher in mainstream schools, oversee the strategic development of SEN policy and provision and as such are advised to form part of the leadership team. In addition, they ensure the implementation of the SEN policy on a day-to-day basis.

They are a key point of contact for colleagues, parents and other professionals and can offer support and advice for the identification of needs and suitable provision to meet those needs. Through provision management, they will maintain an overview of the progress of pupils with SEND and will seek to develop practice to ensure the effectiveness of interventions and support.

East Ardsley's SENDCO is Carolyn Lynch. The SENDCO can be contacted via the school office.

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What does it mean if a child is added to the SEND register?

Children on the SEND register will have a Passport and a Plan.

SEND Passports:

This is a document to gather the key information about a child in one place, to share pupil voice and therefore to support with consistency of approach across school. (Appendix 1). Some children who are not on the SEND register also benefit from having a Pupil Passport.

The passports will be shared with parents and parental contributions will be added as we recognise that, of course, you know your children best.

A copy of the passport will be shared with parents as you may find this helpful when working with other professionals.

SEND Planning:

Children on the SEND register will have separate, individual SEND planning. All SEND planning follows a graduated approach. Children are assessed through observations in setting, looking at work and/or



more formal assessments. Any reports from other professionals are also read. This information is used to provide the focus for SEND planning, which is then implemented and reviewed.

In Early Years (nursery and reception) this is completed half termly using a 'most immediate need' approach. The class teacher will consider what it is most important to focus on for the half term and how to support this need through teaching and within Early Years provision (sand, role play, water, outdoors etc). (Appendix 2)

From Years 1 to 6, SEND children have a termly plan to cover the child's areas of need. This could be learning and / or social, emotional and mental health (SEMH) needs. (Appendix 3).

SEND planning will be shared with parents.

Provision:

A SEND child will often require individual provision as well as planning. An overview of this can be found on the child's passport.

We use provision grids to consider a range of support for SEND children. (Examples of these can be found in Appendix 4).

Provision Map:

Provision Map is the software that we use to create SEND passports and planning, to review plans, to create meeting logs and to plan and allocate some interventions.

<https://edukeyapp.com/>

SEND Parents Meetings:

Parents of SEND children will be offered a termly meeting with the class teacher. This is instead of the usual parents evening as we recognise that this meeting may require more time. These meetings will follow the structure of the SEND Parents' Meeting proforma. (Appendix 5).

Early Years children who are in receipt of FFI funding will be offered a termly ISAR meeting, structured using the Leeds Council forms. The SENDCO may attend this meeting.

Children with an EHCP will have an annual review meeting. This meeting will be run by the SENDCO.



Assessment:

All SEND children who can do so, access whole class assessment procedures. This gives valuable information about attainment and progress over time. Reasonable adjustments can be made to support this, such as assessments being completed in small groups, rests breaks, some papers can be read and for some SEND children extra time and a scribe are possible.

Some children will be unable to access whole class assessment and / or require a small steps approach to planning. For these children, finely graded assessment is used. At East Ardsley Primary, we use Connecting Steps from B Squared. Within this, we use the Early Years Framework in Nursery and Reception. We use Progression Steps from Year 1.

<https://uk.connectingsteps.com/login>

A small group of children benefit from assessment on the Autism Framework of Connecting Steps. This supports a graduated approach for these children's communication, social interaction, flexibility of thought and emotional regulation. This assessment allows interventions and supports to be planned at the right level and any progress evidenced.

Children accessing finely graded assessments need to have their data updated (at least) in line with whole school assessment weeks and submission dates.

Monitoring of SEND Provision and Progress:

Over the course of the year, SEND provision and progress will be monitored through learning walks, book, planning and data scrutiny by the middle and senior leaders. There is an expectation that almost all monitoring carried out will include SEND children. Monitoring of SEND provision and progress is the responsibility of all leaders, not just the SENDCO.

SEND children can also be discussed at Pupil Progress Meetings, held over the course of the year with teachers, TAs, phase leaders and senior leaders.

Weekly Planning:

SEND children will be considered as teachers carry out their weekly planning. All children on the SEND register **must** be taught regularly by the class teacher. A teaching assistant may be used to teach or support a SEND child some of the time.



Wherever possible, changes will be made at the universal level (for all) to enable all children to access the same task or learning. For example, active learning is often beneficial to all and allows SEND children to access the learning too. Some SEND children will require a different objective but will be able to access the class 'context,' such as using the same resources. Children may receive support at a targeted (group) level or personalised planning and provision. Appendix 4 has provision grids which give further examples of support at the Universal, Targeted and Personal / Specialist levels.

Independence:

Children with SEND should be expected to work independently regularly. Supports to enable this include individual timetables, visual task sheets, work at the correct level, modelling of this work, tasks broken into small chunks, word banks, pre-teaching, social stories, alternative methods of recording when writing is not the objective, text to voice and voice to text software, working within known structures (such as pairs, sorting, dominoes), structured work systems such as work baskets etc.

Support from School Mentors:

In school we have Mentors working with caseloads which often include SEND children. Access to Mentor time is usually through regularly held supervision meetings in which parent contacts and incidents involving children are reviewed. Mentors work with children 1:1 or in small groups, depending on the intent of the support.

Learning Mentor – Mrs McAlinden works with children who require social, emotional and mental health (SEMH) support.

Inclusion Mentor – Mrs Oyston supports children who are on the SEND register.

Behaviour Mentors – Miss Wass and Miss Beaumont support children for whom a high level of SEMH support is required to be able to tolerate the demands of school and to remain emotionally regulated.

This provision is recorded, and its impact reviewed, on Provision Map.

Autism Lead Practitioners:

The SENDCO, Inclusion Mentor and Mrs Trickett (Year 3 teacher) have all attended, and continue to attend, training to support children with autism or a presentation of need in this area.

Professional Support:



Children on the SEND register may have professionals who come to assess a child and provide support, plans and/or resources. These include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Visual Impairment Team, Deaf and Hearing-Impaired Team, Social Workers, Virtual Schools for looked after children, Educational Psychologists, SENIT (Special Educational Needs Inclusion Team) and AIP (Area Inclusion Partnership).

Staff will work closely with these professionals, providing information and taking onboard advice. When staff meet with these professionals, a summary of the meeting is to be added to the child's Provision Map meeting log for all to refer to. Reports, outcomes, targets and advice will be read and integrated into the planning and provision for the child.

Transition for SEND children:

At East Ardsley Primary, we recognise that transition can be a challenging time for SEND children. To support with this, we have detailed transition procedures, including information sharing between staff and the children getting to know their new staff and setting. (Appendix 6).

When SEND children leave to attend another setting, the child's records, including their planning and passport, will be shared. Often, the SENDCO will offer to meet with the SENDCO of the new school.

The Bridge:

The Bridge provides learning for some SEND children through indoor and outdoor provision. It is accessed by children from Year 2 – 6 for whom a different learning environment is, at times, needed. (Appendix 7).

Parental concerns around a child's needs or provision:

The first line of communication about a child is always the class teacher. A class teacher knows the child well, including how they present in school. They can adjust the provision in school for a child. They will share information with leaders (including the SENDCO) as required, recording notes from the meeting on our internal systems. They can also seek out further information and get back to parents. Middle and senior leaders (including the SENDCO) and pastoral staff can support at these meetings if required. After meeting with the class teacher, if a follow up meeting is required, this will be arranged with the staff who can best fulfil the remit of the meeting.

Class teachers can be contacted via Tapestry or the school office.



A period of time is required to see if changes made to a child's provision has impact. We usually recommend provision being in place for 6 weeks before it is reviewed.

Within school, we have an initial concerns process in which we gather information from assessments, observations and parental voice. This process could lead to a place on the SEND register and SEND provision and planning.

Parental enquiries about the route to diagnosis:

Routes to diagnosis in Leeds can sometimes be complex and slow. Often a collaborative approach is required from school and the NHS. Some diagnoses are primarily given privately.

Parents should be reassured that a diagnosis is not required for a school to meet a child's needs.

Again, the best first point of contact is the class teacher, as above. If the SENDCO holds further information that needs to be shared, this will happen as a result of this contact with the class teacher.

Links are provided in 'further information' below to Mindmate SPA, the Mindmate Neurodiversity Hub and the NHS right to choose. These are useful for parents who would like information on the diagnostic pathways for Autism and ADHD.

Access to Speech and Language support:

Early Years children complete the Communication Trust's Progression Tool which can identify strengths and gaps in different areas of communication. Interventions are run to support with needs identified by the assessment.

NHS Speech and language referrals can be completed by a GP or by school with information from, and the consent of, parents. NHS speech and language therapists often visit children in school and provide assessment information and a plan for parents and school to work on. In school, the class teacher will be responsible for ensuring that the targets are worked on and recommended programs are delivered, with support from wider staff as needed.

For high level speech and language needs, school also has a traded service speech and language therapist in school, 1 day a week: ChatterTwo. Referral into this service needs to be agreed with the SENDCO after exploration of universal and targeted support.

Cluster Support:



Through Leodis Support Services (LSS), children and families have access to a range of support, including: play therapy, counselling, well-being work, attendance support, online parenting support (including for children with anxiety or ADHD) and access to the cluster Family Support Worker.

Referrals are made into LSS on a half termly basis by the pastoral team and when support is agreed, children / families are then added to the waiting list for that service. Most periods of work last for around 8 weeks.

This process can be used to explore a child's needs and how to best meet them. It can also lead into further referrals (including for diagnosis) if necessary. The LSS service does not provide a diagnosis.

Additional Funding for SEND children:

No additional funding is provided as a result of a diagnosis or of being on the SEND register. Many SEND children receive no additional funding.

Within Leeds, Funding For Inclusion (FFI) funding can be applied for at certain points through a child's schooling. To access this funding there is an expectation that the child already has provision in place which exceeds the cost of a child's allocated funding from the council plus the notional budget funding (a figure calculated for each school by Leeds). FFI funding does not cover all of the costs of a child's provision. FFI funding does not bring extra provision, it helps schools to cover the costs of provision that already exists.

FFI funding is allocated using criteria divided into 7 bands, relating to specific areas of need: A Band – Cognitive / Learning; B Band – Visual; C Band – Hearing; D Band – Physical Disability; E Band – Communication and Interaction; F Band – Social, Emotional & Mental Health; G Band – Medical Needs. Each band is split into 'tiers' and children must meet the criteria of a tier to receive funding.

If a child has an EHCP, the annual review can be used to apply for FFI funding. For a very few children with EHCPs, a costed section F is calculated by the school which may provide funding above that available from FFI. Again, this funding covers the provision that is already in place.

EHCPs:

Most children and young people with SEND have their needs met with special educational provision as outlined above.

If a child requires a high level of support, it may be appropriate at that point to consider requesting an EHC assessment. See 'further information' below for more detail about this.



An Education, Health and Care (EHC) plan is a legal document for an individual child or young person aged between 0 and 25 years old with Special Educational Needs, which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes.

In Leeds, children can not access a specialist setting without an EHCP.

If you feel that your child may require an EHCP, please mention this to the class teacher who will record this on our internal systems, ensuring this is seen by school leaders (including the SENDCO).

Further School Policies:

Available on the school website or from the school office on request.

Behaviour Policy:

Our Behaviour Policy includes a lot of information about how we support the emotional literacy and social learning of SEND children.

Communication Policy:

We will endeavour to respond to communication from parents within 7 working days, as laid out in the Communication Policy. Posts on Tapestry will be responded to within school hours.

Complaints Policy:

If you are unhappy with an aspect of your child's provision, we hope that you can work with the class teacher collaboratively to reflect on and amend what is in place. If further support is required, please make contact with the schools middle or senior leaders (including the SENDCO) via the school office.

Should you continue to be unhappy with your child's provision, the complaints procedure is laid out in the school's Complaints Policy.

Further information:

<p>The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can</p>	<p>https://leedslocaloffer.org.uk/#!/directory</p>
<p>expect from a range of local agencies e.</p>	



including education, health and social care	
Quick reads with a range of SEND information, including the Leeds Local Offer, EHCPs, SENDIASS, SENIT, SENSAP and short breaks.	https://www.leeds.gov.uk/one-minute-guides (scroll down to SEND)
Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) in Leeds. SENDIASS are a free, impartial service which support SEND children and their parents and carers with their related concerns or questions.	https://sendiass.leeds.gov.uk/ https://sendiass.leeds.gov.uk/parents-and-carers
Information on SEND educational placements and provision options	https://sendiass.leeds.gov.uk/parents-andcarers/support-for-my-child-at-school/specialisededucational-provisions
MindMate Single Point of Access (SPA) is there to identify support for children and young people in Leeds with their emotion wellbeing or mental health. It is for all children and young people who have a Leeds GP, of school age and under the age of 18.	https://www.mindmate.org.uk/whats-in-leeds-forme/mindmate-spa/
Leeds' Neurodiversity Hub, a one-stop shop for neurodivergence information support for all children, young people families in Leeds.	https://www.mindmate.org.uk/nd/
Information on the NHS right to choose. This is used by some families to name provider for a neurodiversity assessment	https://www.nhs.uk/using-the-nhs/about-thenhs/your-choices-in-the-nhs/
Scope, the disability equality charity in	



England and Wales.	https://www.scope.org.uk/
Support available for families from SCOPE. Including sleep support, emotional support, Parents Connect and short breaks / activities for families with disabled children. Parents apply via this site.	https://www.scope.org.uk/family-services/
SENSAP The SENSAP Team is the local authority's Special Educational Needs Statutory Assessment and Provision team. They are the team to whom applications for FFI and EHCPs are made.	https://www.leeds.gov.uk/one-minuteguides/sensap https://www.leedsforlearning.co.uk/Services/4837
SEND funding in Leeds	https://www.leeds.gov.uk/Pages/Funding-for-SENDin-schools.aspx https://sendiass.leeds.gov.uk/parents-andcarers/support-for-my-child-at-school/sendfunding https://www.leedsforlearning.co.uk/Page/10560
Information about EHCPs	https://www.leeds.gov.uk/schools-andeducation/support-for-pupils-with-send/supportwith-learning/education-health-and-care-needsassessments-and-plans https://sendiass.leeds.gov.uk/parents-andcarers/my-childs-ehcp/education-health-and-careplans-and-assessments
The Disability Living Allowance (DLA) for children	https://www.gov.uk/disability-living-allowancechildren



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