



# Fleet Wood Lane School

## Special Education Needs & Disabilities Policy

<b>Context</b>	
This policy pays due regard to;	
<ul style="list-style-type: none"><li>• The SEND Code of Practice: 0 to 25 years, July 2014</li><li>• Part 3 of the Children and Families Act 2014 and associated regulations</li></ul>	
<b>Governors responsible for SEND:</b>	Colleen Shaw
<b>Headteacher:</b>	Ceri Tacey
<b>SENCo:</b>	Sarah King
<b>SENCo Qualifications:</b>	Working towards NPQSENCO
<b>Contact details:</b>	<a href="mailto:enquiries@fleetwoodlane.lincs.sch.uk">enquiries@fleetwoodlane.lincs.sch.uk</a>
<b>This policy will be reviewed every three years.</b>	
<b>Reviewed:</b> September 2025	<b>Governor reviewed:</b> November 2025

### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. The current SEND Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Further information on SEND can also be accessed at the following web address:  
<https://www.lincolnshire.gov.uk/send-local-offer>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

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### Purpose, Aims and Objectives

#### Purpose

Fleet Wood Lane School is committed to endeavour to offer an inclusive curriculum that is broad and balanced and suitably adapted to ensure the best possible progress for all our pupils, whatever their needs and abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils. The school recognises that more able pupils may also have SEND and require additional provision or consideration. We also recognise that for some children, additional support may be temporary or short-term, based on the challenges they face in their lives at any given time.

We believe that all children should be valued by our school team for their individual contribution and successes. All children should be given opportunities where they can celebrate their achievements and develop their self-esteem.

We expect the senior leadership team, together with teachers and the wider school team to accept responsibility for children with SEND. Every teacher is a teacher of every child or young person, including those with SEND.

The National Curriculum Inclusion Statement reinforces the purpose of this policy. The school fully supports the principles for inclusion:

- Setting suitable learning challenges;
- Responding to children's diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

#### Aims

We are committed to meeting the special educational needs of pupils and ensuring that they make progress. High quality teaching is a non-negotiable for every child in our school, and we aim to support and encourage the very best outcomes for all children, including those with SEN. To do this, we consider how to achieve the best outcomes, not just how many hours of support or funding a child may be entitled to. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

#### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

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- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

### 3. Identification of pupils needs

See definition of Special Educational Needs on page 2 of policy.

Many pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 **Communication and Interaction**
- 2 **Cognition and Learning**
- 3 **Social, mental and emotional health**
- 4 **Sensory and /or physical.**

As a school, we recognise that progress and attainment can also be affected by factors **other than** SEND e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted after 2005
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEND.

### 4. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

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Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo.
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Headteacher and Governing Body, the SENDCo determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority. The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needseffectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with special educational needs and disabilities and ensuring they are up to date.

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- Liaising with parents/carers of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

## 5. A graduated approach to SEND support

### STEP 1 – whole school

Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.

Assessment and monitoring in line with whole school assessment policy.

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in

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- class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
  - f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
  - g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
  - h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
  - i) Parents' evenings are used to monitor and assess the progress being made by children.

### STEP 2 – progress concerns

Where staff have evidence that certain children are still not making adequate progress the child is highlighted to the SENDCo via a meeting or Cause for Concern form.

**The Code of Practice describes 'adequate progress' as:**

- **Progress which is similar to that of peers starting from the same baseline;**
- **Matches or betters the child's previous rate of progress;**
- **Closes the attainment gap between the child and their peers;**
- **Prevents the attainment gap growing wider.**

### STEP 3 – intervention through graduated support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place consulting with parents/carers as appropriate.

#### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). We ask all pupils to contribute to the setting of their own outcomes.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model:

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help

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inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive support to a pupil. This may involve diagnostic assessment. As a result, specific programmes may be advised and these will be followed by all adults coming into active learning situations with the child. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. This will be in line with the assessment policy.

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo

Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Behaviour Outreach Support Service
- Social Services
- Speech and Language Service

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- Specialist Outreach Services

### **STEP 4**

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Outside Agencies.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.lincolnshire.gov.uk/send-local-offer>

#### ***Managing Pupil's Needs on the SEND Register***

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of questionnaires, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual plan, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo/previous class teacher at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

#### ***Arrangements for coordinating SEND provision***

The class teachers will hold details of all SEN records for individual pupils in their year groups.

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### All staff can access:

- Fleet Wood Lane School's SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles
- Targets set and copies of their individual plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Lincolnshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

### 6. Criteria for exiting the SEND register

If children make sustained progress and can work in line with national expectations, then they are removed from the SEND register. Their progress is still closely monitored to ensure progress and achievement remains as expected.

### 7. Supporting pupils and families

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENDCo. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents are encouraged to look at the Lincolnshire Local Offer which can found on the Lincolnshire County Council website.

Links with other agencies to support the family and pupil can be found at:

<https://www.lincolnshire.gov.uk/send-local-offer>

Our school admission arrangements can be found on our school website and in our admission policies.

Transition between key stages is carefully planned. Parents are encouraged to meet with teachers to discuss provision and raise any concerns or queries.

### Support services for parents of pupils with SEND include:

- **LIASE** <https://www.lincolnshire.gov.uk/liaise>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone [0800 195 1635](tel:08001951635)

Calls will be answered between 9am and 4pm Monday to Friday.

### Working in partnerships with parents

Fleet Wood Lane School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;

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- b) Continuing social and academic progress of children with SEND;
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **8. Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the SENDCo in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within '**Supporting pupils at school with medical conditions' (DfE) 2014'**

### **Training and Resources**

#### ***In service training (CPD)***

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, network SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Monitoring and Evaluation of SEND**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on an individual plan, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors where appropriate. This helps to identify whether provision is effective.

### **9. Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for an assessment for an Education, Health and Care Plan.

### **Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

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### ***How the school's resources are allocated and matched to children's special educational needs***

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The Notional SEND budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants;
- Small group support from teaching assistants e.g. literacy and numeracy support;
- Specialist support from teachers e.g. 1:1 tuition;
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support;
- Parent workshops;
- Provision of specialist resources e.g. assessment software;
- CPD relating to SEND for staff.

### ***How is the decision made about how much support my child will receive?***

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or through the annual review.

## **10. Storing and Managing Information**

Any information or reports that come into the school are read by the SENDCo and passed onto relevant staff. All information is dealt with sensitively and in line with the school's GDPR policy.

## **11. Reviewing the Policy**

The SEN policy will be reviewed annually by governors. Parent governors will be involved in this process.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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### 12. Accessibility

Please refer to the school's accessibility policy

### 13. Complaints procedure

**In the first instance**, if you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The Class Teacher
- The SENDCo
- The Headteacher

Complaints will be dealt with in line with the school's complaints policy.

### 14. Bullying

Fleet Wood Lane School has a Behaviour and Exclusions Policy which includes a bullying statement that is reviewed by governors – this can be found on the school website.

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## Appendix A:

