

Lady Katherine Leveson CE Primary School

‘Learning, Loving and Living with Joy’



SEND Policy

Last reviewed: Spring 2026

Next review: Spring 2029

1. Vision

‘Learning, loving and living with joy’

At Lady Katherine Leveson, our Christian vision “Learning, Loving and Living with Joy” shapes every element of our SEND provision. We believe that every child, without exception, is wonderfully made, deeply loved, and created to flourish. Our school community is called to ensure that all children, including those with special educational needs and disabilities, experience:

- Joy in learning through high aspiration, personalised support and meaningful progress
- Joy in loving and being loved, where every child feels known, seen and valued
- Joyful belonging, where difference is celebrated and dignity is upheld
- Joy in living, as all children are supported to develop independence, resilience and hope

Our SEND provision is guided by BDMAT’s Five Principles of Belonging: Dignity for ALL; All empowered to enact change; Together we thrive; Great destinations, different journeys; and celebrating every success. These principles underpin our commitment to inclusion and high aspirations for every child. At Lady K our approach is rooted in the belief that belonging is the starting point of learning, and that children thrive when held by a community of compassion, high expectations and consistent, nurturing support.

2. Values

- **Compassion** – responding with understanding, patience and care
- **Reconciliation** – restoring relationships, repairing barriers and nurturing hope
- **Friendship** – ensuring no child is isolated or overlooked
- **Joy** – celebrating strengths, progress and the light within each child
- **Community** – supporting families, working in partnership and standing alongside one another
- **Stewardship** – using our resources wisely so every child receives what they need
- **Respect** – upholding dignity, voice and agency for every learner

3. Rationale and aims

Our SEND policy is underpinned by the belief that inclusion is not an additional provision, but a whole-school responsibility rooted in our Christian vision. Just as our behaviour policy acknowledges that we learn and grow through support and guidance, our SEND work recognises that all children deserve the tools, time and understanding to flourish.

Our aims are to:

- Ensure every child with SEND experiences belonging, dignity and ambition
- Remove barriers to learning through high-quality teaching and personalised provision
- Identify needs early and respond swiftly
- Work in deep partnership with families as experts in their child
- Celebrate strengths, nurture independence and promote wellbeing
- Ensure pupils with SEND have full access to the curriculum and wider life of the school
- Uphold the SEND Code of Practice and Equality Act, ensuring equity and fairness
- Create an environment where pupils can thrive spiritually, academically and socially

4. Legislation and statutory requirements

This policy and accompanying SEN Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which outlines schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which detail requirements for Education, Health and Care (EHC) plans, SENCOs, and the SEN Information Report.

5. Roles and Responsibilities

SENCO: Mrs. Nicky Williams

As part of our commitment to BDMAT's SEND Strategy, the SENCO and leadership team ensure that all practices align with the Five Principles of Belonging and Trust-wide strategic aims.

Our SENCO leads with empathy, expertise, and a deep understanding of the needs of our pupils. She will:

- Work with the Headteacher and SEN Governor to shape the strategic development of SEND provision.
- Oversee the day-to-day operation of the SEN policy and coordinate support for pupils with SEND, including those with EHCPs.
- Provide professional guidance to staff and foster a culture of collaboration and reflective practice.
- Ensure staff have appropriate training where needed or requested.
- Lead the graduated approach to SEN support and advise on resource allocation.
- Be the key point of contact for external agencies and ensure smooth transitions for pupils moving to new settings.
- Ensure compliance with the Equality Act 2010, including reasonable adjustments and access arrangements.
- Maintain accurate and up-to-date records for all pupils with SEND.

SEN Linked Governor – Mrs. Polly Reed

The SEN Governor plays a vital role in championing inclusion. She will:

- Raise awareness of SEND at governing board meetings.
- Monitor the quality and impact of SEND provision.
- Support strategic planning alongside the Headteacher and SENCO.

Headteacher

The Headteacher holds overall responsibility for SEND provision and pupil progress. They will:

- Work with the SENCO and SEN Governor to ensure strategic alignment.
- Promote a culture of inclusion and high expectations for all learners.

Class Teachers

Every teacher is a teacher of SEND. They are responsible for:

- The progress and wellbeing of every pupil in their class.

- Making reasonable adjustments and delivering high-quality, inclusive teaching.
- Collaborating with teaching assistants and specialist staff to plan and evaluate interventions.
- Working with the SENCO to monitor progress and adapt provision.
- Upholding the principles and practices outlined in this policy.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

At Lady K we are committed to working in partnership with our families. Parents and Carers will be:

- Sent a termly SEND Support Plan (SSP) so that they can see the provision that is in place for their child and the impact it is having.
- Given the opportunity to share their concerns with school staff and agree on the aspirations for their child. They will be listened to and their views will be considered in any decisions made about the pupil.
- Given an annual report on their child's progress.
- Reassured that communication is always open and supportive. Teachers maintain regular, ongoing contact with parents, and our Family Support Worker and SENDCo are always available to listen, offer support, and work collaboratively with families as needs arise. Families at Lady K experience a culture of belonging that extends far beyond this policy.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Giving feedback on the effectiveness of interventions, resources and strategies used.

Pupils' views will be considered when decisions are made about the support they receive, wherever possible. At Lady K, all pupils with SEND participate in a termly Pupil Voice meeting. These meetings are held with either the class teacher or the SENDCO and provide an opportunity for pupils to share their experiences, aspirations, and views about their provision.

6. Definitions

At Lady Katherine Leveson CE Primary School, we embrace every child as a unique individual, and we are committed to understanding and meeting their needs with compassion and care.

We follow the definitions of Special Educational Needs (SEN) and Disability as outlined in the SEND Code of Practice (2014):

- SEN: A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means provision that is additional to, or different from, what is typically available to others of the

same age in a mainstream setting.

- **Disability:** Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

We recognise that many children with SEN may also have a disability, and we are committed to ensuring that all children are supported to thrive, feel safe, and experience success.

7. Monitoring Arrangements

This policy is reviewed every three years by the SENCo, or sooner if significant changes occur. It is approved by the governing board and reflects our ongoing commitment to inclusive practice and continuous improvement.

Monitoring includes evaluating our provision against BDMAT's SEND Strategy and principles, ensuring continuous improvement and alignment with Trust-wide expectations.

8. Links with Other Policies

This policy works in harmony with our wider school ethos and links to:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions

Together, these policies reflect our whole-school commitment to inclusion, wellbeing, and equity.

9. Identifying Special Needs

9.1 How We Identify Children Who May Need SEN Support

In our nurturing school environment, we are highly attuned to the needs of our children. We identify children who may need additional support through:

- Concerns raised by parents/carers, staff, previous settings, or external agencies.
- Observations that show a child may need help beyond what is typically provided as quality first teaching.
- Indicators across the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory and/or physical needs
- Whole school tracking that highlights concern about progress or wellbeing.

We believe early identification is key, and we work collaboratively with families to ensure no child is left behind.

9.2 What to Do If You Think Your Child Has Special Educational Needs

We welcome and value parental insight. If you have concerns about your child's learning or development, please speak with your child's class teacher. You may also contact our SENCo, **Mrs. Nicky Williams**, at:

 n.williams@ladyk.bdmat.org.uk

 01564 772 374

Alternatively, parents and carers can contact our Pastoral Manager, Miss Russell, the School Office, or speak directly with the Headteacher. We will always listen, and your views and priorities will remain central to the support we provide.

9.3 Our Graduated Response to SEN Support

We follow a graduated approach, rooted in partnership and personalised care:

Assess

We gather a holistic picture of the child's strengths and needs, including teacher observations, data, and parental input. An early discussion (TAC meeting) helps shape the next steps.

Plan

If additional support is needed, we co-create a plan (SSP) with the child, family, and staff. Evidence-based interventions are chosen with care, and the child is added to our SEN register.

Do

Support is delivered through their personalised SEN Support Plan (SSP), which includes clear outcomes and targets. These reflect the child's voice and family aspirations. Plans are reviewed termly.

Review

Progress is reviewed regularly with the child, family, teacher, and SENCo. If needed, we involve external agencies to enhance support. For children with more complex needs, we may request an Education, Health and Care Needs Assessment from the Local Authority.

Our approach is always child-centred, inclusive, and responsive - ensuring every child feels seen, heard, and supported.

9.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census, these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level funding block of the dedicated schools grant).

On the census, these pupils will be marked with the code E.

9.5 Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice discussions
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupils and their parents

10. SEN Provision and Support at Lady Katherine Leveson CE Primary School

10.1 The SEND Needs We Support

At Lady K, we welcome every child with open hearts and open minds. We believe that diversity enriches our community, and we are proud to be a school where inclusion is not just a policy, it's a way of life.

Children with SEND are embraced as valued members of our school family. We support a wide range of needs across the four broad areas defined in the SEND Code of Practice, and we are committed to making the provision required to help every child flourish.

In line with our admissions policy, we will always do our best, in close partnership with parents, to meet the needs of children with SEND, including those with an **Education, Health and Care Plan (EHCP)**. Parents have the right to request a particular school, and the Local Authority must name that school in the EHCP unless:

- It would be unsuitable for the child's age, ability, aptitude, or SEND.
- Attendance would be incompatible with the efficient education of others or the efficient use of resources.

We work closely with the Local Authority to ensure that any provision delivered through a **personal budget** is agreed upon and appropriately supported within our setting.

We also respect the right of parents to seek specialist provision if they feel their child's needs would be better met in a special school.

10.2 Our Approach to Provision

We believe that strong relationships are the foundation of effective support. We work in close partnership with parents and carers, ensuring open communication and shared decision-making. We provide opportunities to review progress, share concerns, and celebrate achievements. The SENCo is available throughout the year for additional support and guidance.

Our inclusive environment is carefully designed to meet a wide range of needs. We offer:

- A fully inclusive curriculum with tailored interventions.
- SSPs to support transitions and learning.
- Personalised transition support, where needed, led by the SENCo, Pastoral Manager, and external professionals.

We recognise that transitions can be particularly challenging for some children, and we take great care to ensure they are supported emotionally and practically every step of the way.

10.3 Parental Involvement

At Lady Katherine Leveson CE Primary School, we believe that parents are partners in their child's learning journey. We value their insights and work closely with families to ensure every child feels supported, understood, and celebrated.

We have a robust system for observing, assessing, and recording progress, which helps us identify children who may benefit from additional support. Progress is shared with parents and we encourage open dialogue at any time.

Each term, class teachers meet with the Headteacher and SENCo to discuss pupil progress. These Pupil Progress Meetings are a vital part of our reflective practice, ensuring that no child's needs go unnoticed. Actions are agreed collaboratively and reviewed regularly.

Where additional support is needed, we may offer short-term, targeted interventions to help children get back on track. If concerns persist, teachers and teaching assistants record progress over a half term, and this may lead to a child being placed at 'SEN Support' on our system. This process is always discussed with parents and may include referrals to external professionals or assessments by Solihull's Specialist Inclusion Support Service (SISS).

We offer a range of support to parents, including:

- Helpful resources and links on our school website and school newsletter
- Guidance on accessing Solihull's Local Offer
- Termly SEND coffee mornings, often featuring workshops led by professionals (e.g. SISS Autism or SEMH teams). Parents are welcome to suggest topics they would find helpful.

If you have suggestions or requests for support, please contact:

- Mrs. Nicky Williams, SENCo
- Miss Vicky Russell, Pastoral Manager

We are here to help you find the right information, guidance, and support.

We encourage ongoing parental involvement through:

- Informal discussions with staff
- Parents' evenings
- TAC (Team Around the Child) meetings with external agencies

We share information with parents in the following ways:

- Termly updates via SEN Support Plans (SSPs)
- Communication books for regular updates (if appropriate)
- Appointments with the SENCo or class teacher, arranged via the school office
- Invitations to SEND coffee mornings and workshops
- SEN WhatsApp group
- SEMH support from Family Support Worker

10.4 Allocating Support

Support is tailored to each child's needs and developed in partnership with families:

- For pupils **without an EHCP**, support decisions are made collaboratively during TAC meetings involving the SENCo, class teacher and parents.
- For pupils **with an EHCP**, support is discussed with parents during the EHCP planning or annual review process and agreed and finalised by the Local Authority.

Our goal is always to ensure that support is meaningful, effective, and rooted in the child's strengths and aspirations.

10.5 Concerns and Complaints

We are committed to working in partnership with families and resolving concerns swiftly and respectfully.

If you have concerns about your child's special educational needs or the support they are receiving, please speak with:

- Your child's class teacher
- The SENCo
- The Headteacher
- The SEND Governor – **Mrs Polly Reed**

If concerns remain unresolved, you may follow BDMATs **Complaints Policy**, available on our website.

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the Autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

11.2 Monitoring the policy

This policy will be reviewed by Mrs. Nicky Williams every three years. It will also be updated when any new legislation, requirements, or changes in procedure occur. It will be approved by the School Governors.