



“Together we believe; together we achieve”

Special Educational Needs and Disability (SEND) Policy

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		Chair of Governors	R Kettle

Special Educational Needs and Disability (SEND) Policy

Slater Primary School is an inclusive school. It is based in the centre of Leicester city and caters for mainstream pupils from the ages of 5 – 11. We take safeguarding very seriously and all of our policies are developed with the highest priority on children's safety and in the light of our safeguarding policy. All our school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together.

Every child at Slater Primary is entitled to a broad and balanced curriculum, with regular access to all subjects and areas of learning, which is relevant to his or her individual needs. Some children will need educational provision which is additional to or different for the majority of the child's age group. These children may have Special Educational Needs.

Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.
- c) has social, emotional or behavioural problems which impede the learning process.

We will ensure that teachers and teaching assistants are prepared for dealing with the needs of children with Special Educational Needs and Disabilities by providing structured training on a wide range of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide necessary support for children with Special Educational Needs within the classrooms.

Statement of Intent

Our objective in setting out the school's Special Educational Needs Policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- Speech Language and communication Needs
- Autism
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Social Emotional and Mental Health
- Hearing Impairment
- Visual Impairment
- Multisensory Impairments
- Physical Disability
- Medical Conditions

Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

The aims of the SEND policy and practice in this school are:

- To identify pupils with SEN as early as possible and ensure that their needs are met
- To provide all our children with a broad and balanced curriculum that is adapted to the needs and ability of the individual
- To work in close partnership with external agencies/schools
- To ensure all pupils make effective progress to realise and achieve their full potential
- To ensure all pupils take a full and active part in school life
- To attain high levels of satisfaction/participation from pupils, parents/carers.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of High Quality Teaching they are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by High Quality Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS.

The SENCo or other trained staff may need to undertake a range of standardised tests with children. These assessments will be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. Children receiving interventions will have their progress tracked throughout the time they are receiving the support and the outcome of these will be shared with families.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Reporting and reviewing support for children at SENS (SEN Support)

Once a child has been identified as needed SENS, some of the following documents may need to be completed. This means that the child has outcomes that are in addition to their class targets:

- Intervention group targets
- Checklists
- Assessment records
- Schools internal monitoring paperwork – Pupil Outcome Plan (POP)
- Element 3 funding
- Pastoral Support Plan (PSP)
- Positive Handling Plan (PHP)
- Personal Education Plan (PEP)
- Referral for medical needs (FYPC service referral form)
- School Contract
- Proposal for Education, Health and Care Plan
- Referral to an outside agency listed below:
 - Speech and Language Therapist (SALT)
 - Educational Psychology Service (EPS)
 - Learning, Communication and Interaction Team (LCI)
 - Vision and Hearing support teams (VS and HS)
 - Primary Social, Emotional and Mental Health team (SEMH)
 - Family Support/ Early Help
 - School Nurse

- Education Welfare Officer (EWO)

Moving to an Education, Health and Care Plan (EHCP)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN.
- The child has a disability which is lifelong which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

**Having a diagnosis (e.g., of Autism, ADHD or dyslexia) does not mean that a child needs an EHC Plan.*

The process is:

1. A request for Statutory Assessment is made by anyone concerned about the child's SEND. A parent can ask for an Independent Support (SENDIASS) to help with this process.
2. The request is considered by the Local Authority and a decision made whether to proceed with the assessment.
3. If the request is agreed, the Local Authority will gather reports and relevant documentation from the child, their family and all agencies involved in supporting them.
4. If the application for an EHC Plan is successful, a member of the Local Authority may call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. In the absence of an IAM a 'Findings of the Statutory Assessment (FOSA) document is collated by the LA Special Education Service (SES).
5. The Local Authority arranges a Resource Allocation Panel (RAP) meeting to decide whether or not a child's needs are best met with an EHC Plan or an alternative such as a School Contract or Element 3 Funding application.
6. Following the RAP meeting, if agreed, the LA will produce a draft EHC Plan. Once agreed by all parties this will be finalised by SES. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the

outcomes are recorded on an Annual Review return and sent to the Local Authority. If the RAP does not agree to an EHC Plan, the family is given the right to appeal.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers as much as possible. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The aim for all of our children is to encourage them to be independent learners.

Targets for children at SEND support level are deliberately challenging in the attempt to close the attainment gap between these children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo.

Adaptations to the curriculum teaching and learning environment

Slater was built in 1875 and is a Victorian Grade II listed building. The school is split over two levels, accessed by staircases with the children's toilets situated on the ground floor and the school hall on the second floor. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities. All of our classrooms are inclusion-friendly, including lowered ceilings to counteract echoing noise and minimal furniture to create more space; we aim to teach in a way that supports children with traits of dyslexia, dyspraxia, Autism etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class teaching adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

The newly-created *Ohana Room* serves as a specialized space designed to support children with a wide range of needs, providing a safe, calming, and engaging environment to enhance their learning and well-being. This room is crucial for creating an inclusive learning environment where children with diverse needs can thrive alongside their peers. Specific purposes of the room include: sensory regulation, improved focus and concentration, stress and anxiety reduction, skill development, social and emotional support and accessibility and inclusivity.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after-school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and our intention is for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff expertise

All of our teachers are trained to work with children with SEND. Whatever their skills and experiences, they all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of reading/research materials and guidance towards useful websites/on-line platforms.

Some of our Teaching Assistants have expertise and training on other areas or specific interventions such as ELSA. All of our TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes advice and support from Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process. The school-based Children and Family Support Team (CFST) offer bespoke support to children in school who need opportunities to regulate, seek calming activities and talk through issues and anxieties.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are of course made to accommodate individual needs.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from Reception - as smooth as possible. This may include, for example:

- Visiting the current setting of a child who will be joining the school to gather face-face information from the adults who care for them
- Arrange additional meetings for the parents and child with their new teacher/SENDCo/TA
- Additional visits to the classroom environment in order to identify where the toilets, coat pegs are, seating arrangements, position of room in school, etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition to Secondary School

The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Enhanced transition arrangements are tailored to meet the individual needs of pupils with SEND.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website <http://families.leicester.gov.uk/local->

[offer/](#) . You can also access services that support children and young adults with SEND from the website <https://mychoice.leicester.gov.uk/> .

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Review framework

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)