

# **Loxwood Primary School SEND (Special Educational Needs and Disability) Policy**



**Approved by:**

Governing Body

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## Section 1: Introduction

The Loxwood Primary School policies are written to uphold the ethos, aims, and vision of the school as articulated in our Strategic Intentions. This policy articulates our rationale and overarching goals, defining Special Educational Needs and Disabilities (SEND) while delineating the roles and responsibilities within our educational framework. It details our commitments to identifying pupils with SEND, assessing their individual needs, implementing appropriate provisions, and operating a graduated response to support these learners. Complementary to this policy is the SEND Information Report, which provides insights into school-specific practices. Additionally, the policy outlines the processes for monitoring and reviewing SEND provisions. The Appendix includes a recommended timeline for SEND leadership and management, underscoring the necessity for strategic activities to align with operational delivery. It is essential for our Loxwood community to recognise the workload of Special Educational Needs Coordinators (SENCOs) and the critical milestones within the annual SEND calendar.

## Section 2: Rationale

At Loxwood Primary School, our commitment to children with Special Educational Needs or Disabilities (SEND) is deeply embedded within our ethos. We firmly believe that every child is valued as an individual, possessing unique needs and diverse abilities. Our meticulously planned teaching and learning strategies encourage each child to aspire to the highest possible level of personal achievement, fostering meaningful experiences of success.

We strive to create an inclusive environment where every pupil is afforded the opportunity to excel. Our broad and balanced curriculum is tailored to be relevant and meaningful to each learner, supported by teachers who remain attuned to the individual needs of their students while upholding high expectations for all. The achievement, attitude, and well-being of every student are paramount, underpinning a culture of inclusion that permeates our entire school community.

To further support this commitment, Loxwood Primary School employs a dedicated Special Educational Needs Coordinator (SENDCO), Miss Daisy Price, who is pursuing the National Professional Qualification for Special Educational Needs Coordinators (NPQ for SENCOs). Alongside Mr Phil Bellas, our appointed Governor for SEND, they ensure compliance with the legal frameworks stipulated in the SEND Code of Practice (2015); the Equality Act 2010; Part 3 of the Children and Families Act 2014 and Local Education Authority guidelines. This framework guarantees that our school effectively meets the diverse needs of all pupils identified with SEND, ensuring their protection against any form of discrimination. This policy should be read in conjunction with our behaviour, anti-bullying, medical, safeguarding, and curriculum policies.

## Section 3: School Aims

- To identify learners with SEND as early as possible and use our utmost efforts to provide the special educational support they need, delivering provision that is 'additional to and different from' the standard curriculum.
- To ensure that learners with SEND can access all areas of the curriculum at an appropriate level and are supported to participate fully in all aspects of school life to the best of their abilities.
- To support all learners in achieving their full potential by carefully monitoring and tracking their progress.
- To keep parents and carers fully informed about their child's needs and maintain strong, effective communication between home and school.
- To empower learners to share their views and actively involve them in decisions that impact their education.
- To build and maintain strong partnerships with external agencies and seek their support when appropriate.
- To adopt a "whole school, whole child" approach in managing and delivering SEND support across the school.

- To offer ongoing support, training, and advice to all staff working with pupils with SEND.

## Section 4: Definition of SEND

We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2015) which states that:

*'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 him or her. At compulsory school age this means 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.'*

**SEND Code of Practice 0-25 Years Old (2015) - Introduction xiii and xiv**

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 Authority (LA);
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).

## Section 5: Roles and Responsibilities

### Special Education Needs Co-ordinator (SENDCO)

The SENDCO means the person who has been designated to be the Special Educational Needs Coordinator for the school by the appropriate authority in accordance with section 67 of the Act i.e.

- they are a qualified teacher
- if appointed after 2008 is required to complete the statutory induction qualification, within three years of appointment
- is working as a teacher at the school

The SENDCO is Daisy Price.

They will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs).
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on extending the graduated approach to provide SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Body for publication in May.

### **Head teacher**

The Headteacher will:

- Will ensure what high-quality teaching looks like is clearly articulated at the beginning of the academic year, by enabling school leaders to undertake a provision review with all stakeholders.
- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Articulate clearly SEND need and provision during any inspection preliminary conversations.
- Ensure the SEN Information Report is completed in the summer term to be agreed by the Local Governing Body and publication in July.

### **Class teachers**

Each class teacher is responsible for:

- Teaching the range of pupils within their class effectively across the curriculum areas through adapted and scaffolded planning and implementation using Quality First Teaching.
- Identifying children who need special education and informing the SENDCO of concerns by completing an 'Inclusion Support Referral'.
- The progress and development of every pupil in their class.
- Keeping parents informed of the child's progress, any concerns and action to be taken.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **Assistant Teachers (AT)**

- Carrying out activities and interventions planned by the class teacher and the SENDCO, both in class or by withdrawing small groups/individuals where appropriate.
- Keeping records as requested by the class teacher/SENDCO.
- Assisting the class teacher in the implementation of ILPs.
- Attending relevant training for children with SEND where appropriate.

### **The SEND Governor and Local Governing Body**

The SEND Governor will:

- Help to raise awareness of SEND issues at governor meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this termly.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Local Governing Body will:

- Ensure the SEND Information Report is completed and agreed in the summer term for publication in May.

### **The Designated Safeguarding Lead (DSL):**

In line with Keeping Children Safe in Education (September 2024), the Designated Safeguarding Lead (DSL) and Special Educational Needs Coordinator (SENDCO) must work collaboratively across a range of areas to ensure the safety and well-being of pupils with special educational needs and disabilities (SEND). This

includes joint responsibility for promoting positive mental health and ensuring effective support for pupils' educational outcomes. Their collaboration will also involve close liaison with internal staff such as the Senior Mental Health Lead, as well as with external agencies, to provide a coordinated approach to safeguarding and meeting the needs of pupils with SEND.

## Section 6: Identification of SEND

At Loxwood, we firmly believe that every child's educational journey begins with a robust foundation. Upon entry to our school, we assess their current attainment in order to establish a 'baseline' from which progress can be measured. We recognise the pivotal role that language and communication play, not only in a child's education but also in their wider development. This understanding drives our application of specialised speech and language screening tools, which allow us to implement timely interventions until they are no longer required. Furthermore, we collaborate closely with West Sussex County Council's Early Years team and local nurseries to ensure a seamless transition for our youngest learners.

Throughout the Key Stages, we adopt a systematic approach to identify and respond to Special Educational Needs and Disabilities (SEND). Children are closely monitored across all stages of their school life. Should any concerns arise, staff are encouraged to raise them informally during meetings or via the 'Inclusion Support Referral' form, which is submitted to Miss Price, our SENDCO. A strategic plan is developed in accordance with our graduated approach to needs.

To discern a child's specific area of need, we utilise a variety of assessment tools and systems. In instances where more complex assessments are necessary, the SENDCO engages external professionals, such as paediatric specialists, educational psychologists, and speech and language therapists, including specialist teachers provided by West Sussex County Council. Parents and carers are encouraged to communicate directly with the class teacher regarding any concerns about their child, facilitating further consideration by the SENDCO.

Class teachers, supported by the Headteacher and SENDCO, conduct regular assessments of pupils' progress during termly Pupil Progress Meetings. This process includes close monitoring of those displaying less than expected advancement in relation to their age and individual circumstances. Special attention is given to children making less than expected progress or failing to close the attainment gap.

We prioritise transparent communication with parents regarding their child's attainment through regular parents' evenings and comprehensive end-of-year reports. Should any concerns arise, we are prepared to arrange additional meetings with the child's teacher or SENDCO to discuss progress and support strategies.

Special educational needs may relate to one or more of the following broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In addition, medical conditions may result in a special educational need, however this is not always the case.

## Section 7: Provision

### Graduated Response

At Loxwood, we are dedicated to providing individual support for students with special educational needs and disabilities (SEND) through a graduated response model, as outlined in the SEND Code of Practice 2015. Our approach emphasises the early identification of SEND, ensuring that class teachers assume primary responsibility for delivering an inclusive curriculum. They meticulously monitor students' progress

and implement tailored support measures when a child shows signs of making less than expected progress relative to their individual circumstances.

Utilising the West Sussex Ordinarily Available Inclusive Practice document, our graduated approach aids in the identification of individual needs and specifies the necessary support at each developmental stage. The SENDCO offers ongoing guidance as SEND requirements evolve, thereby enhancing the support provided by class teachers.

Special educational provision includes educational adaptations that extend beyond the standard offerings in mainstream education. While most pupils' needs are met through high-quality, bespoke teaching, some may require additional support due to learning difficulties or disabilities. Each child is assessed individually, ensuring the provision of appropriate support tailored to their unique needs, thus fostering an inclusive educational environment for all.

Throughout the academic year, targeted intervention groups, typically lasting six weeks, are implemented based on careful analysis of assessment data to effectively address specific learning difficulties. Loxwood Primary School is committed to delivering high-quality educational experiences for all pupils, recognising the diverse needs within our community, as detailed in our SEN Information Report, which complements our Teaching and Learning Policy.

Universal Provision	Early Intervention (Not on SEND Register)	Targeted Additional Support (On Monitoring Register)
Pupils may have been identified but the teacher can provide provision through Quality First Teaching. Monitored by Class Teacher	In addition to universal provision: Small group work. Tools and resources to support access. Monitored by Class Teacher	Not on the SEND register as still making enough academic progress but tracked interventions, named on class action plans. Early intervention and personalised provision. Reviewed at Pupil Progress Meetings with SENDCO.

Targeted, Intensive Additional Support (Formal SEND register – ‘School Support’)	EHCP (Formal SEND register – ‘EHCP’)
High levels of adult support, working on adapted curriculum. In receipt of targeted, intensive additional support (e.g.) from outside agencies like SALT, LBAT, ASC, APC. Individual Learning Plan (ILP) with at least termly review. Identified on school provision map. One Page Profile completed at least annually. Reviewed at Pupil Progress Meetings with SENDCO.	Education, Health and Care Plan (EHCP) reviewed at least annually. Multi-professional planning and coordinated support. Personalised support & resources on an individualised curriculum. High levels of adult support to enable them to access the curriculum. Access to an adapted environment if appropriate. Individual Learning Plan (ILP) with at least termly review. Identified on school provision map. One Page Profile completed at least annually. Reviewed at Pupil Progress Meetings with SENDCO.

For many pupils, their needs can be adequately met through Universal Provision and Early Intervention strategies. Should children still not make sufficient academic progress, their cases will be discussed during Pupil Progress meetings involving the class teacher and SENDCO. At this stage, the pupil will be entered into our internal ‘**monitoring**’ system, where a tailored plan will be developed, encompassing tracked interventions and inclusion on the Class Action Plans to provide early support and personalised provision. This process will be reassessed following an 'Access, Plan, Do, Review' (APDR) Cycle, ensuring all staff are informed and equipped to support the pupil consistently.

### ‘School Support’ / SEND Register

Following comprehensive assessments through additional APDR (Assess, Plan, Do, Review) cycles, a child may be placed on the formal SEND register under 'School Support'. For each pupil identified, a one-page ‘Individual Pupil Profile’ will be collaboratively completed with the child and their class teacher. This profile will be shared with parents during dedicated liaison meetings, detailing the pupil’s strengths, interests and strategies that facilitate their achievement.

An **Individual Learning Plan (ILP)** will be developed for each child on the SEND register. This plan articulates specific and challenging targets to be achieved within a term. Personalised provisions may include small group work or tailored support to access a differentiated curriculum. The class teacher holds the primary responsibility for the effective day-to-day implementation of the ILP, closely collaborating with support staff to monitor progress towards the outlined outcomes. Each term, the ILP undergoes a review process, inviting both parents and pupils to engage in consultations.

If an external agency (e.g. educational psychologists or speech and language therapists) is involved, the SEND Coordinator (SENDCO) ensures that parents are actively included, providing them with reports and assessments to integrate expert guidance into the child's ILP.

### **Education, Health and Care Plan (EHCP)**

Should a child or young person not demonstrate expected progress, despite the school implementing relevant and meaningful actions to identify, assess, and meet their SEND, it may be prudent for parents or the school to request an Education, Health and Care (EHC) needs assessment. The local authority will require evidence of the school's efforts in this process.

The objective of an EHC plan is to deliver tailored educational support, thereby ensuring optimal outcomes across educational, health, and social care domains, and facilitating a successful transition into adulthood.

When assessing the necessity for an EHC needs assessment, the local authority will consider whether substantial evidence exists indicating that the child or young person has not made anticipated progress, even after appropriate interventions and strategies have been deployed. It is important to note that an EHCP does not automatically result from the assessment; it may reveal alternative strategies for the school to meet the individual's needs without formalising an EHC plan.

If an application for an EHCP is sanctioned, a meeting involving parents, the child, the school, and relevant professionals will take place to discuss the child's strengths and aspirations. The resultant EHC plan will encapsulate the decisions made during this meeting, with clear targets integrated into the child's Individual Learning Plan (ILP) to be assessed regularly. Annual reviews will facilitate a comprehensive evaluation of progress against the expected outcomes, ensuring ongoing support remains appropriate and effective.

### **Assess, Plan, Do, Review (APDR) Cycle**

**Assess:** The SENDCO and class teacher conduct a thorough analysis of the pupil's needs, incorporating assessments from the class teacher, previous attainment, and progress data, whilst also considering the perspectives of the pupil and their parents where appropriate. Our rigorous assessment and monitoring mechanisms allow for the gathering of diverse evidence to evaluate the efficacy of our support and interventions.



**Plan:** The SENDCO and class teacher have collaboratively established a bespoke intervention and support strategy, following thorough consultation with the parent and pupil. Clear intended outcomes have been outlined alongside a definitive date for review. An appropriate evidence-based intervention has been identified, and recommendations from external professionals will be incorporated during the planning phase. Furthermore, a pre-assessment will be scheduled to facilitate effective monitoring of the intervention's impact, ensuring that progress can be meticulously tracked and evaluated.

**Do:** The intervention is delivered by a named adult who has been fully trained in its delivery. At the prescribed intervention end point, a post-assessment will be conducted to evaluate the effectiveness of the intervention. It is the responsibility of the class teacher to ensure that the pupil has benefitted from



Quality First Teaching in the classroom. Depending on the level of need, the pupil may have accessed additional support from the SENCO, teaching assistants, and outside agencies such as play therapists.

**Review:** The effectiveness of the support and interventions provided to the pupil has been thoroughly reviewed and evaluated as per the agreed timeline. Both parents and the pupil participated in the progress review alongside the SENCO and class teacher. Following this discussion, the SENCO and class teacher have adapted the support based on the pupil's development, identifying necessary adjustments to the provision. Should our assessments reveal insufficient progress, they will consult with parents and explore potential additional or alternative provisions.

### Outside Agencies

Where a child continues to make less than expected progress, the school may decide to refer to outside agencies or services. These may include:

- Advisory Teachers
- Autism and Social Communication Team (ASCT)
- CAMHS
- Early Help or Family Support Workers
- Educational Psychology (EP)
- Learning and Behaviour Advisory team (LBAT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse, GP or Child Development Centre
- Sensory Support Team
- Speech and Language Therapy (SALT)

The SENCO will fully involve parents in any decision to access outside agency support. Any advice received will be incorporated into the child's ILP.

### Section 8: Implementation

At our school, we believe that all children learn best when they are included within their classroom community and supported by staff who maintain high expectations of them. Our commitment is to enable every child, regardless of their needs, to work independently and achieve their full potential through inclusive practice and targeted support. Our implementation approach includes:

- All children, including those with SEND, are taught by their class teacher and supported by assistant teachers.
- Teachers aim to work daily in small groups with all children, including those with SEND.
- Additional teaching assistant support is allocated based on the potential to achieve outcomes, not dependency.
- Outcomes for pupils identified as School Support (formally on the SEND register) are ambitious, aiming to narrow the attainment gap.
- Interventions (group or 1:1) are used strategically to support pupil progress and are monitored by class teachers and the SENCO.
- Interventions are identified on the pupil's Individual Learning Plan (ILP) and planned in termly blocks.
- Progress from interventions is assessed, and decisions are made to continue, adapt, or stop the intervention based on pupil progress.
- Pupils' achievements are celebrated, and their efforts consistently recognised and rewarded.
- Colleagues receive advice, training, and support in meeting the needs of pupils with SEND.
- Pupil needs are identified using appropriate assessments, consultation with parents/carers, and collaboration with previous settings.
- A SEND and Inclusion Tracker is accessible to all staff working with children.
- SEND pupil data is published annually in July in the SEN Information Report and updated as needed.

- All pupils, regardless of ability, have equal admission rights via the local authority.
- Transitions to other schools are supported in collaboration with external partners to ensure smooth handovers.
- Lessons are delivered in a respectful, supportive, and structured environment.
- The curriculum is accessible and adapted to meet the needs of all pupils.
- Classwork and homework are differentiated according to individual pupil ability.
- In-class support is available within the limits of school resources for pupils who need additional help.
- Staff set and review termly targets for pupils with EHCPs and those requiring additional support, in collaboration with families.
- Extracurricular activities are inclusive of pupils with SEND.
- The school seeks to ensure that all facilities and buildings are accessible to every pupil.

## Section 9: Training and Resources

The school plans a programme of Continuing Professional Development (CPD), including supporting children with SEND, for all teaching staff. This includes in-house training, as well as that provided by outside agencies.

- Additional training for staff is arranged to meet the identified needs of individuals or groups of children.
- Staff are trained in the principles of the SEND Code of Practice, the procedures for assessing and identifying children's needs, and for monitoring and reviewing their progress. The school is able to access advice and training from the Local authority (e.g. the Educational Psychologist, LBAT, Social Communication Team, and Sensory Support Service), the Speech and Language Therapy service and the School Nursing service.
- Newly appointed teaching staff meet the SENDCO to discuss key aspects of SEND practice and provision.
- The SENDCO attends the Weald Locality SENDCO network (SEND Hub) each term and attends local authority SENDCO briefings.
- Resources to support children with SEND are identified to meet the needs of individual or groups of children. Allocation of teaching assistant support is reviewed each half term by the SENDCO.

## Section 10: Working with Parents and Pupils

At Loxwood School, we are dedicated to establishing strong, informative, collaborative, and trusting relationships with all parents and carers. We believe that effective communication is vital in supporting our students, particularly during challenging times. In the event of any issues, parents will be promptly informed through consultations or informal meetings to discuss their child's progress, ensuring that concerns are acknowledged and addressed.

We take pride in our 'open door' policy, which ensures that we are available to meet with parents as soon as any concern arises. Should a child experience difficulty, parents will be informed either at termly parents' meetings or during informal discussions about their child's development. If a child is identified as having additional needs, parents will be duly informed by the class teacher or SENDCO.

Once a child is placed on the Special Educational Needs (SEN) register, the class teacher and SENDCO will invite parents to discuss assessments, strengths, and difficulties pertaining to their child, as well as to contribute to the creation of an Individual Learning Plan (ILP) for the upcoming term, aligned with the graduated approach outlined in the Code of Practice 2015. Parents and children will be invited to review progress, set targets, and agree on provisions at least once per term, with updates provided through the ILP and an annual SEND Information Report in the summer term.

We recognise the significance of parental involvement and encourage parents to facilitate regular attendance, communicate concerns, support their child's ILP at home, and assist with homework.

Acknowledging potential communication challenges, we are committed to ensuring that appropriate arrangements are made to facilitate dialogue.

Additionally, our Parent Partnership for SEND has been established to foster collaboration among families, staff, and governors, creating an inclusive environment that supports the academic and social development of all students while prioritising the voices of SEND pupils in shaping their education.

## Section 11: Supporting Children and Families

### Local Offer

Further information regarding support for children and families is contained in the West Sussex Local Offer available at [www.westsussex.local-offer.org](http://www.westsussex.local-offer.org).

The school's Local Offer and SEND Information Report are available on our SEND and Inclusion Page on the school website [https://www.loxwoodschool.com/web/send\\_and\\_inclusion/33073](https://www.loxwoodschool.com/web/send_and_inclusion/33073).

Arrangements to enable children with SEND to access National Curriculum tests are made in line with Department for Education guidance available at <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>. The Headteacher, SENDCO and Year 6 class teachers are responsible for planning access arrangements.

### Transition Arrangements

Our transition arrangements include the following:

- Visits to pre-schools by staff including the SENDCO, where appropriate
- Transition meetings for children with SEND joining Reception
- Additional visits to Reception for children with SEND as required
- 'Admissions and Prospective Parents' page on the school website [https://www.loxwoodschool.com/web/key\\_info/616986](https://www.loxwoodschool.com/web/key_info/616986)
- Visits to new classes by all children in summer term. Additional visits arranged for individual children where appropriate.
- Transition meeting between current and receiving class teacher including communication of information relating to children with SEND
- Year 6 teachers and SENDCO liaise with secondary school SENDCOs
- Programme of additional visits to The Weald / Glebelands arranged for individuals and groups
- Records from previous schools and information from parents used in planning teaching and support
- Transition books made for all children and shared ahead of the summer holiday for parents to use at home

### Dyslexia and Dyscalculia

At Loxwood School, we are dedicated to fostering an inclusive educational environment that meets the diverse needs of all learners, particularly those with Special Educational Needs and Disabilities (SEND). Our policy reflects a strong commitment to early identification and tailored support for children exhibiting dyslexic and dyscalculic tendencies.

Following the Rose Report (2009), dyslexia is understood as a learning difficulty primarily affecting rapid and fluent word reading. Dyslexic challenges may encompass barriers to phonological awareness, verbal memory, working memory, and processing capabilities.

Dyscalculia is delineated as a specific, persistent difficulty in numerical understanding, which significantly impacts mathematical learning and performance.

The Special Educational Needs and Disabilities Coordinator (SENDCO) and class teachers conduct thorough assessments using Dyslexia and Dyscalculia Checklists and Screeners, thereby enhancing our understanding of each pupil's strengths and needs.

Our provision follows the Assess, Plan, Do, Review (APDR) cycle outlined in the SEND Code of Practice (2015). We primarily seek to address the needs of children through adapted classroom teaching.

We implement various strategies to support children, including:

- Creating accessible classroom environments with suitable resources (e.g., dyslexia-friendly texts, reading rulers).
- Positioning children near the front for improved visibility and offering printed copies of presentations.
- Providing technology aids, such as Clicker 7, to facilitate reading and writing development.
- Offering continual professional development for teachers and support staff.
- We are actively pursuing the West Sussex Inclusive Award for Dyslexia and Dyscalculia to further enhance our inclusive practices.

Through these means, Loxwood School strives to ensure that every child can thrive and reach their full potential within a supportive learning environment.

### **Social, Emotional and Mental Health Needs**

At our school, we recognise that a behaviour difficulty is not classified as a Special Educational Need and Disability (SEND). If a child exhibits consistent, detrimental, or dangerous behaviours, the class teacher will assess the child's needs. This process involves collaborating with the family to investigate any circumstances or historical experiences that may be influencing the child's behaviour. Should it be determined that these behaviours stem from negative experiences, we will work in partnership with the family to examine potential support options, which may include liaising with external agencies such as Early Help, social services or medical professionals.

In instances where parents and the school have concerns regarding a child's mental health, we will ensure to signpost parents to their GP or the School Nurse for possible referral to an appropriate health professional. Furthermore, we can facilitate a Single Point of Access (SPOA) referral, providing a streamlined pathway to specialist emotional wellbeing and mental health support, thereby eliminating the necessity to engage multiple services.

For children exhibiting long-term emotional or mental health needs, such as anxiety or anger management challenges, the school offers diverse interventions aimed at enhancing social skills and emotional resilience. We employ a learning mentor and an Emotional Literacy Support Assistant (ELSA) who develop trusting relationships with specific children to address these needs.

Behaviour is consistently managed in accordance with our Therapeutic Thinking Behaviour Policy, with reasonable adjustments made for individual requirements. We maintain a zero-tolerance stance on bullying, particularly towards children with SEND, ensuring thorough investigation of all allegations and prompt support for victims.

### **Medical Conditions**

The school recognises that children at school with medical conditions may need to be supported so that they have full access to the curriculum and wider life of the school, including trips and residential visits.

- Some children with medical conditions may be disabled and in this case the school complies with its duties under the Equality Act 2010.
- Children with a medical condition requiring support in school will have an Individual Healthcare Plan (IHP) written by the SENDCO in consultation with parents.
- The school's policy for supporting children with medical conditions is available from the school office.

### **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 non-judgmental attitude throughout the school.

### Access to Extra-Curricular Activities

We are committed to ensuring all children have equal access to lunchtime clubs, after-school clubs, and supportive activities that enhance their engagement with the broader curriculum. We make necessary accommodations and adaptations to meet the diverse physical and learning needs of our students. Our curriculum includes educational and residential visits, with the aim of including every child in these enriching experiences.

### Section 12: Evaluating the Effectiveness of SEND Provision

SEND provision is monitored and evaluated by pupil, parent, staff and governor views. The success of the education and support given to children with SEND will be evaluated as follows:

- That pupils are being clearly identified with special educational needs as early as possible.
- That teaching follows the 'assess, plan, do, review' format, with pupils being assessed informally and formally and the information is used to devise action and targets (on ILPs where appropriate). Involvement and assessment by outside agencies (e.g. Educational Psychologist) also take place.
- That the provision made in school matches the needs of the pupils and allows the pupil to make progress.

### Section 13: Storing and Managing Information

- Children's progress is tracked on Target Tracker.
- Children's personal details are stored on BROMCOM.
- Information relating to children with SEND is kept in line with the school's Data Protection Policy available from the school office.
- Any safeguarding or behaviour incidents are recorded through the school's CPOMS system.

### Section 14: Comments, Compliments and Complaints

At Loxwood School, our class teachers are committed to working closely with parents throughout all stages of their child's education. We encourage parents to approach the class teacher as the first point of contact should any difficulties arise. For comments, compliments, or complaints regarding any aspect of the provision for their child's needs, parents are also welcome to speak with the SENDCO. Meetings can be arranged by contacting our school office directly or email [sendco@loxwoodschool.com](mailto:sendco@loxwoodschool.com).

We firmly believe in fostering a collaborative approach to meet the diverse needs of our pupils and strive to work in partnership with parents and carers whenever possible. All complaints are treated with the utmost seriousness and are addressed in accordance with the school's complaints policy and procedure, which is readily accessible on our website.

This SEND policy should be considered alongside our related policies, including those on accessibility, admissions, anti-bullying, behaviour, equal opportunities, and managing medicines in school, as well as teaching and learning and positive restraint. The policy complies with the 2014 Children and Families Act, its SEN Code of Practice 2015, and the Equality Act 2010.

### Section 15: Review of SEND Policy

This policy will be reviewed annually to take account of any revised legislation or guidance and the on-going development of practice in school related to the SEND Code of Practice 2015.

Glossary of Acronyms

SEND	Special Educational Needs & Disabilities
EHCP	Educational & Health Care Plan
EHENA	Educational & Health Care Needs Assessment
EYFS	Early Years Foundation Stage
ILP	Individual Learning Plan
KS1/KS2	Key Stage 1/Key Stage 2

Specific needs

ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
EAL	English as an Additional Language
FOS	Foetal Alcohol Syndrome
HI/VI	Hearing Impairment/Visual Impairment
NDP	Neuro Development Pathway
ODD	Oppositional Defiance Disorder
PDA	Pathological Demand Avoidance
SALT	Speech and Language Therapy
SEMH	Social, Emotional & Mental Health

Organisations/support

ASCT	Autism and Social Communication Team
CAMHS	Child and Adolescent Mental Health Service
CARM	Consultation & Review Meeting
CDC	Child Development Centre
C-SPA	Children's Single Point of Access (Surrey referrals & concerns)
DLA	Disability Living Allowance
EP	Educational Psychologist
EH	Early Help
IFD	Integrated Front Door (West Sussex referrals & concerns)
LBAT	Learning & Behaviour Advisory Team
OT	Occupational Therapy
SPOA	Single Point of Access (for mental health referrals)
TAF	Team around the Family

## Appendix 2: Individual Learning Plan Template (School Support)



### Individual Learning Plan (ILP) 2024-2025



<b>Child's Name:</b>		<b>Date of Birth:</b>	<b>Date:</b>	<b>Review Date:</b>
<b>Year Group:</b>		<b>Teacher(s) Assistant Teacher(s):</b>	<b>Attendance:</b>	<b>Attendance at review:</b>
Photo	<b>What does good support look like for me?</b> (Strategies from <a href="#">Ordinarily Available Inclusive Practice</a> ) <ul style="list-style-type: none"> <li></li> </ul>			
<b>ASSESS</b>		<b>PLAN and DO</b>		<b>REVIEW</b>
<b>What I can do now?</b>	<b>My Outcomes:</b> These should be specific, measureable & achievable and agreed by all.	<b>Steps towards achieving my outcomes:</b> What interventions/resources/strategies will be used? Who will be managing this? When & how often will this happen?		<b>How did I do?</b> What has been the impact? What changes need to be made? What needs to stay the same?
	1.	•		
	2.	•		
	3.	•		
	4.	•		
<b>Pupil Voice:</b> 				
<b>Parent Voice &amp; Supporting at Home:</b> 				

# Appendix 3: EHCP Individual Learning Plan Template



## EHCP Individual Learning Plan (ILP) 2024-2025



<b>Child's Name:</b>		<b>Date of Birth:</b>	<b>Date:</b>	<b>Review Date:</b>
<b>Year Group:</b>		<b>Teacher(s) Assistant Teacher(s):</b>	<b>Attendance:</b>	<b>Attendance at review:</b>
Photo	<b>What does good support look like for me?</b> (Strategies from <a href="#">Ordinarily Available Inclusive Practice</a> ) <ul style="list-style-type: none"> <li></li> </ul>			
<b>Outside Agency Involvement: Reports &amp; Advice</b>				
EHCP – West Sussex				
<b>EHCP – Communication and interaction</b>				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>EHCP – Cognition and learning</b>				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>EHCP – SEMH</b>				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>EHCP – Sensory and physical</b>				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>ASSESS</b>		<b>PLAN and DO</b>		<b>REVIEW</b>
<b>What I can do now?</b>	<b>My Outcomes:</b> These should be specific, measureable & achievable and agreed by all.	<b>Steps towards achieving my outcomes:</b> What interventions/resources/strategies will be used? Who will be managing this? When & how often will this happen?		<b>How did I do?</b> What has been the impact? What changes need to be made? What needs to stay the same?
	1.	<ul style="list-style-type: none"> <li></li> </ul>		
	2.	<ul style="list-style-type: none"> <li></li> </ul>		
	3.	<ul style="list-style-type: none"> <li></li> </ul>		
	4.	<ul style="list-style-type: none"> <li></li> </ul>		
<b>Pupil Voice:</b>				
<b>Parent Voice &amp; Supporting at Home:</b>				