LEOPOLD
Primary School

SEND Policy

2026-2027

Approved by:	Governing Body	30/9/2026
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Definition of Special Educational Need and Disability (SEND)

At our school we use the definition **Special Educational Need and Disability (SEND)** from the SEND Code of Practice (2015). This states: SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age****. Special educational provision means* ***educational or training provision that is additional to, or different from****, that made generally for others of the same age in a mainstream setting in England.* Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities****.*

Our aims and objectives:

Aims

At Leopold Primary School we have high expectations of all of our pupils. We consider it the right of every child to experience effective teaching, a rich learning experience, a stimulating environment and an atmosphere which is conducive to learning. We are concerned with the development of the whole child, so that socially, emotionally, academically and physically, each individual child is able to flourish at their own rate of development. At the same time, we place great value on, and encourage, independent thoughts and actions.

Specific aims of our SEND policy and guidance
State clearly how pupils with Special Educational Needs at Leopold Primary School are identified.
Ensure the rapid identification of all pupils requiring SEND provision/support as early as possible in their school career.
Provide strategies to ensure effective and efficient provision for pupils with SEND.
Ensure that we overcome barriers to learning and encourage each child to develop to their full potential.
Work in partnership with parents and carers, ensuring that those with parental responsibility for pupils with SEND are kept fully informed of their child's progress and targets.
Ensure that pupils are involved in the setting of individual targets, where this is appropriate according to the child's needs and level of understanding.
Work in partnership with external agencies to ensure that everyone has an informed awareness of all relevant issues.

Identification of pupils with SEND

It is recognised that early identification of barriers to learning is extremely important. It is possible that some children may begin nursery or school with learning difficulties already identified. If this is the case, we will liaise with agencies that have already had contact with the child. Otherwise, identification of needs arises out of the process of assessment and observations made by the class teachers.

Assessment is never a single event. It is a continuous process and there are a variety of ways in which special educational needs may be identified once a child reaches school age. Standard assessment tasks that each child completes on entry may also indicate a learning difficulty. The Early Years Foundation Stage Profile may indicate general or specific areas of weakness. The school uses standardised assessment tests to monitor progress alongside teacher observation and judgement. Performances in Reading, Writing, Maths and Science are measured against the level descriptions within the National Curriculum. Where a pupil is not yet able to access these measures, they will be scored against the 'Engagement Scales' which measure an individual's readiness and engagement with learning A parent may express concerns to the school. These concerns will then be investigated, initially, by the pupil's teacher and the SENDCo.

Through this assessment process, teachers may find that a pupil has made less than expected progress. This is defined as:

Less than expected progress is 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
Widens the attainment gap

The SEN code of Practice 2015 (page 95, 6 .17)

It can also include progress in areas other than attainment- for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

When a teacher assesses a pupil's progress as not adequate they will complete an initial concerns form which is looked at by the SEN team and then a meeting held to decide the next steps to be taken. This pupil will also be discussed during pupil progress with the Head of School, class teacher and SENDCo. An observation of the child in class may take place and parents may be called in for a meeting.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision to improve the long-term outcomes for pupils with SEND.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. As part of this process, the school considers the needs of the whole child, not just their special educational needs (see below, 'Other factors impacting on progress and attainment').

The school considers factors that may impact on a child's progress and attainment but that are **NOT** indicators of a special educational need. These include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach at Leopold Primary School:

Inclusion within the classroom and Quality First Teaching (QFT) is at the centre of our approach and our first step in supporting pupils. Our highly trained staff will deliver adapted learning to all pupils. SEND is the responsibility of the class teacher, including where pupils access support from Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs)) or specialist staff. The class teacher is accountable for the pupil's progress. We are aware that additional interventions and support cannot compensate for a lack of quality first teaching. If additional support is felt necessary, then parents will be consulted. The graduated approach to SEN support that is highlighted in the SEND code of practice (2014), will then be followed: "A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or a young person may be experiencing." In practice this will be done by using the **Assess, Plan, Do and Review** cycle.]

Managing Pupil's Needs on the SEN Register:

A pupil will be considered for Special Educational Need support if the concerns continue for a period of longer than one term and the intervention provided by the class teacher or the school is not having a sufficient impact. Generally, a child's attainment will be below national expectations in at least one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and language difficulties as assessed by a Speech and Language Therapist
- Inability to focus and attend in class
- Significant gross and fine motor difficulties
- Significant physical or medical difficulties
- Significant social, emotional mental health difficulties

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. The SENDCo and the Class Teacher inform parents/carers of concerns. The class teacher and SENDCo will decide on appropriate support.

This may include:

- Increased liaison with parents
- Special equipment or materials
- Individual Education Plans
- Deployment of staff to provide additional support to individuals or groups
- The provision we make will be recorded and shared with the parent/carers and the child

Special Educational Needs Support for Higher Levels of Need

When a pupil continues to make little or no progress, despite the intervention provided, the school will look to seek external advice from specialised agencies. These may include the Educational Psychologist, Speech and Language Therapist or Occupational Therapist. For further information on other agencies that provide services to our school, please look at the school's Local Offer. This referral will be discussed with the parents/carers. The advice will feed into the support plan and be discussed with the pupil and parent/carers.

Education Health Care Plans (EHCP)

At Leopold Primary School we believe in an inclusive education for all despite their needs. Where children have an EHCP Leopold Primary School will continue to ensure a safe space for these children to attend and flourish. The Inclusion Leader will ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive placement for those children. The support appropriate to each child in this circumstance will be recorded and reviewed on an individual basis. Any updates to a child's situation will be updated on their risk assessments which are then shared with the relevant staff members, parents and the Senior Management Team.

If, after significant input from the school/outside agencies, the pupil is still not making the expected progress, the school would consider applying for an Educational Health Care Plan (EHC). **The school would have to prove that the pupil had significant, complex and lifelong needs.** For support in this process the parents can contact Brent Sendias, who can guide them through this assessment. Further information from Brent can be found here

Supporting Pupils with Medical Needs/Physical Needs:

If a pupil has a medical need that may have an impact on their school day or needs to be managed within the school hours, our welfare officers will support them, in conjunction with their class teacher. The school day will be adapted to their medical needs and any school trip will take their condition into account. If a child is registered disabled, the school will comply with its duties under the Equality Act (2010). The school will make reasonable adjustments to ensure a pupil can access the curriculum. The school has wheelchair access to all ground floor

classrooms and facilities. There are disabled toilets on the ground floor.

The school works closely with Brent Hearing and Visual Impairment teams to enable full access to the curriculum i.e. enlarging texts for visually impaired pupils. A Medical Care Plan will be available from the First Aid Team and Welfare Officer (HH site only). The Inclusion Team will consult with the School Nurse, medical professionals and parents/carers where necessary. We recognise that some pupils who have medical needs, may also have special educational needs (SEND) and may have an EHCP which brings together their SEND, health and social care needs.

Children with social, emotional and mental health needs:

Behaviour is not classified as a Special Educational Need. If a child shows consistent behaviours that cause concern, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. We work closely with the behaviour support team for Brent to support these children as needed. If parents and school are concerned that the child may have mental health needs, we encourage parents to discuss this with the SENDCo and a referral to Child and Adolescent Mental Health Services (CAMHS) or Mental Health Support Team (MHST) may be considered. If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills or mentoring programmes. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

How we Fund our SEND Provision:

The school receives funding for identified pupils with SEND from the Local Authority. In addition, the school is committed to using its general and personalisation budget to support pupils with SEND. We endeavour to meet the needs of all pupils with SEND from within our allocated resources. The school requests Statutory Assessment/Education Health and Care Plans for any child we believe has significant, lifelong and complex needs.

Exam Access Arrangements for Pupils with SEND:

When assessing pupils with SEND the following strategies can be used, as long as they are deemed "everyday practice". The SENDCo works closely with the Head Teacher and the Year 6 Team and are responsible for ensuring access arrangements are effectively put in place. For example:

- Scribe
- Reader
- Enlarged text
- Additional time (this has to be applied for separately via the Department of Education website)
- Movement/rest breaks
- Written or oral translations

- Photocopying test paper onto coloured paper or coloured overlays for dyslexic pupils

Monitoring and evaluation of SEND:

At Leopold Primary School, our evaluation and monitoring arrangements promote an active process of continual review and improvement of the quality of provision for all pupils. This informs school self-evaluation, adjustments to provision and professional development that may be required to support it. The SLT implement a variety of monitoring arrangements, including:

- Learning walks
- End of day reviews
- SEND reviews
- Scrutiny of pupil books
- IEP writing and reviews with parents
- Data reviews
- Reviews of pupil progress and attainment, where relevant, against the pre- KS1 and pre-KS2 standards in Reading, Writing and Maths
- Progress against individual targets for pupils
- Assessment information from standardised tests e.g. reading, maths, spelling tests
- Pupil voice interviews
- Feedback from external agencies
- Reviews of any interventions, using baseline and exit data
- Sampling of parent views
- Access to the full school offer, for pupils with disabilities or medical conditions, is reviewed on an on-going basis, and through the Accessibility Plan. School considers all reasonable adjustments, including the impact of not making an offer for all children in a cohort

SEN training:

Teachers and all members of the SEND team and the Governing Body at Leopold Primary School are committed to their Continuing Professional Development. In-house training is used to ensure that teachers and support staff are informed and kept up to date with regard to effective SEND provision. Our staff also have access to additional training courses off the school site.

Parent Partnership:

Parents and Carers have a critical role to play in their child's education. Parents and carers are encouraged to help in the development of their children's learning at home at all times, for example through reading, helping with homework and phonics and spellings. The school is able to provide resources to help parents and carers help children at home. We emphasise that learning must be enjoyable. Parents are involved at every possible point with their child's needs and IEP (Individual Plan) writing. The IEP's are written every term and parents will be invited in to be a part of this meeting. Parents are made aware that the SEND team are around after school if they need to ask questions and also the SENDCo will respond to any

phone call or emails received promptly.

There is a dedicated email address for prompt assistance: sen@leopold.brent.sch.uk

Supporting Parents

The SENDCO operates an open-door policy for parents/carers seeking support and advice.

- The school signposts other agencies or specialists who can provide support to families eg. School therapist, Brent Inclusion Team, SENDIASS – the Brent information, advice and support service or the Family Solutions Service,
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements are made for SATs – the SENDCO and the Assessment Leader are responsible for securing these special arrangements
- Support is provided for transition between classes, through detailed class handovers between teachers, and 'familiarisation' strategies, where pupils are more vulnerable
- Attention is given to transition for vulnerable Y6 pupils transferring to secondary school, including facilitating extra visits to the school
- SENDCOs for the receiving secondary school are invited to the final Annual Review in Year 6
- The school has a policy for Supporting Pupils with Medical Conditions which can be found on the school website
- The dedicated SEND Governor is available as a contact point

Working with Partners and External Agencies:

When pupils need more support in a specific area we will make a referral to one or more of the following outside partner/agencies, so that they can help and support us in meeting a pupil's needs:

- Educational Psychologist
- Speech therapist
- Physiotherapist
- Occupational Therapist
- Hearing impairment service (BHIS)
- Visual impairment service (BVIS)
- Brent Inclusion Team
- Child and Adolescent Mental Health Services (CAMHS)
- Early Intervention Officer (CAF)
- Brent Outreach Autism Team (BOAT)
- School Nurse and other health professionals
- Parent Partnership

Storing and Managing Information:

Pupil records and SEND information may be shared with staff working closely with pupils who have SEN to enable them to better meet the individual child's needs. We are grateful to

parents for their information sharing and openness and respect their confidentiality. Pupil SEND records are stored in paper files which are kept in locked filing cabinets. Individual SEND files are transferred to receiving schools when pupils leave Leopold Primary School.

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHCPs. Kaitlyn Atkins (NASENCO) is the school Inclusion Lead who also has responsibility for the school SEND provision. The SENDCo is line-managed by the Head of School and Executive Headteacher who are also responsible for safeguarding.

Complaints:

The procedure for complaints is set out on the schools' website. Any complaints with regard to SEND should be addressed in the first instance to the class teacher or the SENDCO. If the matter cannot be sorted out satisfactorily via this route, then the complaint should be brought to the attention of the Heads of Schools or Executive Headteacher. Concerned parents and carers may also seek advice and support the Brent Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) at sendias@brent.gov.uk.

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School's SEND Information Report
- The National Curriculum in England Key Stage 1/2 framework document Sep 2013
- School's Safeguarding Policy
- Policy for First Aid, Illness, Medication and Support for Pupils with Medical Conditions
- Accessibility Plan
- Teachers Standards 2012