Sir Alexander Fleming Primary School

Policy For Special Educational Needs

Reviewed August 2026

Next review August 2027

Aims and Guiding Principles

At Sir Alexander Fleming we are a school that is welcoming and safe which creates an environment that values and supports learning for everyone. We work hard to create an ethos that promotes inclusive practice for all by providing a consistent and fair approach, which is supportive of the continual emotional development of all by modelling and teaching mutual respect, openness and honesty. We always strive to ensure everyone at Sir Alexander Fleming feels empowered and is inspired to achieve high standards.

We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life knowing that they are cared for and supported. Children's well-being is at the centre of our life in school and the key to raising academic standards. This is supported by high expectations and by developing personal awareness, emotional literacy and social understanding.

Above all, we aim to develop confident, reflective children who are proud to belong to our community and who have a sound knowledge of their own value and purpose in the world, who can think creatively and with independence and so see the future as full of possibilities.

At Sir Alexander Fleming Primary School, we believe all children, including those identified with Special Educational Needs, have a common entitlement and this policy describes the way that we meet the needs of children who experience barriers to the learning.

Introduction

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014:

A child or person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

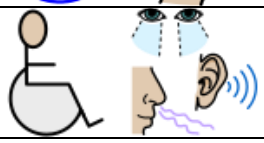
a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

A child with special needs may need extra or different help at school or home because of a range of difficulties that come under the 4 identified broad areas of need according to the SEND Code of Practice (2015) i.e.

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

<u>SEND Policy Aims and Objectives</u>

This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

• All children are given equal access to the curriculum and that each child's achievements are valued

• All learners make the best possible progress

• Procedures for identifying children with SEN are known by all staff and identified as soon as possible.

• Staff are kept aware of appropriate provision and of the needs to differentiate for the range of SEN and are provided with regular training and development for all staff

• Parents and carers are informed of their child's special educational needs and provision, and that there is effective communication between parents/carers and the school

• Records follow the child through the school which are clear, factual and up to date

• There is adequate resourcing for SEN and involvement of outside agencies where appropriate

• To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.

• To involve the pupil wherever possible in the planning, review and target setting of his/her programme of work.

• To monitor and review individual needs regularly, and to maintain clear records of any action taken.

• To review needs and provision termly for budgeting, planning and resourcing for SEND.

To liaise with relevant nursery and secondary schools to ensure smooth transition between settings and the transfer of records.

Specialist SEND Provision

Sir Alexander Fleming Primary School operates three internal specialist support bases as part of its graduated response to SEND.

Bloom

Bloom is an internal specialist support base for Nursery and Reception pupils with complex SEND needs requiring a highly personalised approach to learning. The provision offers enhanced adult support, adapted teaching approaches and targeted intervention to develop communication, emotional regulation, independence and early learning skills.

Lighthouse

Lighthouse is an internal specialist support base for Early Years and Key Stage 1 pupils with complex and long-term SEND needs whose needs cannot currently be met within the mainstream classroom. The provision offers a highly structured, low-arousal learning environment, specialist teaching approaches and enhanced staffing ratios designed to develop communication, independence, emotional regulation and readiness for learning.

The Hive

The Hive is an internal specialist support base for Key Stage 2 pupils with significant cognition and learning, communication and interaction, or associated SEND needs. The Hive provides adapted teaching, targeted intervention and specialist support whilst maintaining meaningful connections with mainstream education.

Pupils accessing specialist provisions remain members of their mainstream class and continue to participate in wider school life wherever appropriate.

Procedure for SEND Support

The trigger for SEND Support is:

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available

to identify the possible barriers to learning that may be within our school setting and to help us to plan appropriate support strategies.

A decision is made, following testing, assessment or parental concerns that shows that current support is not sufficient to ensure adequate progress through Quality First teaching.

The SENCo, in consultation with the class teacher, will:

- Assess the child's needs that are central to the process, 'the child centred approach'.
- Ensure that a graduated approach of assess, plan, do and review is adopted.
- Where appropriate, pupils may be considered for access to Bloom, Lighthouse or The Hive following review of the graduated response process. Decisions are made collaboratively between the SEND Lead, parents, class teachers and external professionals where appropriate. Placement is determined according to identified need rather than diagnosis or the existence of an Education, Health and Care Plan.
- Decide whether to seek further advice and/or support the class teacher.
- Make arrangements for monitoring progress and set a review date.
- Consult with parents.
- Consult with the young person on the nature of their SEND and the support they will have available.
- Review all the available information and contact appropriate external advisory agencies e.g.
- Educational Psychologist (EP), Learning Support Advisory Teacher (LSAT), Behaviour Support Team
- (BSAT) Speech and Language therapy (SALT), Emotional Health and Well-being service – BeeU which
- includes Mental Health practitioners/CAMHs.
- Collect any additional information from any other appropriate agencies.
- Review all the available information and collect any additional information from any other appropriate agencies on a termly basis.

<u>Monitoring Specialist Provision</u>

Placements within Bloom, Lighthouse and The Hive are reviewed termly.

Reviews may consider:

- Academic attainment and progress
- EHCP outcomes
- Communication and interaction skills
- Emotional regulation
- Independence
- Attendance
- Mainstream participation
- Parent voice
- Pupil voice
- Advice from external professionals

The purpose of reviews is to ensure that provision continues to meet pupil needs and to identify opportunities for increased inclusion, reintegration or alternative provision where appropriate.

Education, Health and Care Plans

In certain exceptional cases the conclusion may be reached that, having given extra SEND support to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The pupil will have been receiving SEND Support for a minimum period of a term and been monitored with the aid of outside agencies.

If the school and parents still have concerns we may therefore draw the pupil to the attention of the Local Authority (LA) with a view to a formal statutory assessment and development of an Education, Health and Care plan. The school will be required to state clearly the reason for the referral and submit the following information through the process of a EHCNA application and panel meeting.

• Recorded views of parents and where possible the pupil, at the earliest stages of assessment, with

action and support to date

• Any relevant medical information Where appropriate, evidence relating to Social Services involvement

• Individual intervention record/ pupil profiles

• Evidence of involvement of outside specialists.

Once the formal assessment is completed, an Education, Health and Care plan may or may not be issued. The whole process from the point of assessment should take no longer than 20 weeks. Once an EHC plan is in place it should be reviewed at least annually.

The Role of the SENCo

The SENCo is Mrs Lisa Pigg.

She has the BE/d Hons in Primary Education with Qualified Teacher Status, National Professional Qualification for Middle Leadership, National Professional Qualification for Senior Leadership and the National Award for SEN Coordination (NASENCO) qualification.

- Managing the day to day operation of the SEND policy
- Strategic leadership and quality assurance of Bloom, Lighthouse and The Hive specialist support bases.
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing the school-based assessment and completing the documentation required by outside
- agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Assessing and supporting pupils with special educational needs
- Liaising with nurseries, primary and secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing Assess, Plan, do, review Support plans
- Liaising with support staff who deliver the intervention programmes

- Working with outside agencies and organisations to review and develop the Local Offer

Working in partnership with Parents and carers

We value the views of parents regarding their children and see them as partners. Communication and consultation with parents form part of the schools review system which in turn informs policy and practice.

We aim to provide support to parents and carers ensuring that pupils with Special Educational Needs access and enjoy the curriculum and achieve the best possible results.

Communication with parents is carried out formally and informally throughout the year, this informs the policy. For pupils accessing specialist provisions, parents are involved in placement reviews, provision planning, annual reviews and transition planning. Parent views contribute directly to decisions regarding continuation, reintegration and future provision.

This is done through:

• Review meetings with the SENDCO

• Parents' evenings

• By appointment

• At the beginning and end of the school day

• By telephone regarding issues that may arise during the day

Concerns

If any parent/ carer has a concern over the process of supporting pupils with SEND at the school then the class teacher should be contacted in the first instance. If the parent/carer requires further assistance then the SENCo or Inclusion Leader should be contacted.

Safeguarding for SEND Pupils

At Sir Alexander Fleming we recognise that some pupils with SEND are vulnerable to abuse from other pupils.

The schools anti bullying policy is followed at all times. We work closely with parents to ensure that they can bring any concerns to us and these are recorded and acted on.

At Sir Alexander Fleming Primary School, pupils accessing Bloom, Lighthouse or The Hive remain valued members of their mainstream class and wider school community.

Where appropriate, pupils will continue to participate in:

- Curriculum lessons
- Educational visits and residential experiences
- Playtimes and lunchtimes
- Assemblies
- School performances
- Sporting events
- Clubs and enrichment opportunities

The specialist support bases are designed to complement mainstream education and promote belonging, independence and successful participation within school life.

The role of the Governing Body

The Governing Body ensures the necessary provision is in place for any pupil identified as having SEND. The governors ensure, through Headteacher delegation, that all teachers are aware of the importance of meeting the needs of all children. They monitor and report to parents annually on the success of the school's policy for children with SEND. Governors receive regular updates regarding SEND provision, pupil outcomes, specialist provisions and statutory responsibilities. The governing body monitors the effectiveness of Bloom, Lighthouse and The Hive through the school SEND monitoring cycle.

There is a designated SEND governor.

The SEND governor is Matthew Downes-Ward.