



Linslade Lower School

SEND Policy

Governor Approval: June 2026

Review Cycle: Annual

Policy review chronology:

June 21	Reviewed	Approved
June 22	Reviewed	Approved
June 23	Reviewed	Approved
June 24	Reviewed and updated following CBC new information	Approved
June 25	No changes	Approved
June 26	Reviewed and updated	Approved

LINSLADE LOWER SCHOOL

SEND (SPECIAL EDUCATIONAL NEEDS OR DISABILITIES) POLICY

1. Rationale and Aims

Every child possesses unique skills, talents, and abilities, and as a school, we are committed to helping each pupil develop these to their fullest potential. We believe that:

- Every child deserves the opportunity to achieve their full potential.
- Early identification of special educational needs allows timely and effective support and intervention to reduce barriers to learning.
- Recognising and building upon pupils' strengths, alongside identifying areas of need, helps foster self-esteem, confidence, and resilience when facing new challenges.

In line with these principles, this policy outlines the provision and support that the school strives to deliver for all pupils.

2. Legal framework

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with due regard to all relevant legislation including but not limited to, the following

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including but not limited to, the following;

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2026) 'Working Together to Safeguard Children 2026'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

The school will update to continue to monitor national SEND reform developments and will update this policy and practice when any statutory requirements or guidance are confirmed.

The policy operates in conjunction with the following school policies

- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Management Policy
- Complaints Procedures Policy
- Accessibility Policy

3. Definition of SEND

In accordance with the SEND Code of Practice (2015), a child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. A child or young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability that prevents or hinders them from accessing educational facilities generally provided for others of the same age

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Children may have a range of difficulties and their needs may fall into more than one of the following four broad areas of need as identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and physical needs

4. Identification and Assessment of SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

Classroom teachers will conduct regular assessment and monitoring of the progress and development of all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstance.

The SEND Code of Practice (2015) states that this is characterised by progress that

- is significantly slower than the class average, from the same baseline
- does not match or better the pupil's previous rate of progress
- fails to close the attainment gap within the class
- widens the attainment gap

Regular discussions between class teachers, support staff, the SENDCo and the Headteacher will take place to monitor pupils' progress and attainment. Where concerns arise, a range of assessment tools and strategies may be used to identify potential barriers to learning and help determine areas of need.

Appropriate provision and support will be implemented to address identified barriers. Where a pupil continues to make less than expected progress despite targeted support, further consideration will be given to the nature of their needs and the most suitable SEND provision to be put in place. Specialist advice and assessments from external agencies may be sought where appropriate to inform this process.

The views of parents/carers, and where appropriate the pupil, will be central to the assessment and identification process and will be actively sought and considered when making decisions about support.

Once a pupil is identified as having SEND, their progress will be monitored and assessed through a range of formal and informal methods. These may include teacher assessment, ongoing classroom observations, pupil progress reviews, National Curriculum assessments, and, where appropriate, Pre-Key Stage Standards. Assessment information will be used to evaluate the effectiveness of provision and to inform future planning and support.

Following advice from the Local Authority, and through consultation with the pupil's parents, we will request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. This will be done via an Educational Health Care Needs Assessment. Further information about this process can be found on the Local Offer.

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/site.page?id=16qpJt5H0fl>

5. Graduated approach

At Linslade Lower School, we adhere to the Central Bedfordshire Guidance on SEND: A Graduated Approach. High quality teaching, with reasonable adjustments is the first step in responding to pupils who have or may have SEN. Ordinarily available provision is resources made available to all pupils, and is part of our quality first teaching. Some examples of ordinarily available provision within our school are:

- a therapeutic approach
- visual timetables
- zen dens
- task boards

If a child is requiring higher levels of ordinarily available provision then a One Page Profile will be produced to allow staff to monitor approaches that are beneficial to support the child's progress.

Once a pupil with SEND has been identified as requiring support above and beyond the ordinarily available provision, the school will employ a graduated approach to meet the pupil's needs by following the 4-part cycle:

- Assess – a clear analysis of the child's needs
- Plan – agree outcomes with the use of SMART targets
- Do – how the support will be implemented
- Review – measuring the effectiveness of the support

Parents are informed when the school makes special educational provision for their child, and a support plan will be put in place to record the graduated approach.

6. Internal Alternative Provision

Some children will require a more bespoke curriculum and approach to learning in a dedicated learning space to meet their needs. Leo's Den provides a nurturing and supportive learning environment designed to meet the individual needs and strengths of pupils with communication and interaction difficulties. The provision enables pupils to develop independence, access learning that is appropriately matched to their developmental stage, and make meaningful progress and positive outcomes. Further information about this internal provision is on our website.

7. Working with families and pupils

Families know their children well and their views and contributions are always valid and valued at Linslade Lower School. Parents/carers will be notified when the school provides their child with SEND support and will be invited to share their views

and knowledge and contribute to the support plans three times a year as part of the graduated approach process. The SENCo is available to meet, via appointment, with families throughout the year to discuss concerns, needs and provisions.

Pupil views are taken into account regularly through daily informal discussions and via a pupil views form once a year. When appropriate, children will contribute to their One Page Profile and their targets on their support plans.

Families of children with EHCPs will be involved in an annual review to celebrate successes of the previous year and to consider amending the outcomes in order to fully reflect current achievements and targets.

8. Working with external agencies

Linslade Lower School is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible. The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014). Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with advice from medical professionals and/or the EHC plan if there is one in place.

We will liaise with professionals, where appropriate, to further our own knowledge and understanding of provisions to meet needs. We work closely with the LA SEND advisor to keep up to date with local initiatives and training available. Examples of agencies that we regularly work with are:

- Educational psychologists.
- Speech and language therapists.
- Occupational therapists.
- Health and social care professionals.
- Specialist teaching services.

9. Roles and responsibilities

The SENDCo will:

- 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 the graduated approach to providing SEND 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
- Be familiar with the provision in the Local Offer and be able to work with professionals who are providing a supporting role to the family.
- Participate in training and CPD opportunities
- Providing or signposting training to relevant class teachers and teaching assistants.
- Work with the Headteacher and governing body 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.
- Provide the Governors with an audit of SEND practice and provision annually.
- Be responsible for applications for formal assessment and the organisation and review of EHC plan provision and annual reviews.

The SEND governor will:

- Help to raise awareness of SEND issues at governors' meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- 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.
- Ensure that the SENDCo has sufficient time and resources to carry out their role effectively.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The class teacher's will:

- Plan and review support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Work 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
- Work with the SENDCo to review each pupil's progress and development in order to regularly update support plans.
- Ensure they follow this SEND policy.
- Keep the headteacher and SENDCo up-to-date with any changes in behaviour, academic developments and causes of concern.

Support staff will:

- work under the direction of the class teacher
- provide feedback on progress
- contribute to information about pupils with SEND for meetings and assessments

Designated Safeguarding Lead (DSL) and Deputy DSL will:

- Keep records of any issues, especially ongoing enquiries under section 47 of the
- Children Act 1989 and police investigations regarding pupils with SEND.
- Liaise with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaise with the SENDCo where appropriate regarding safeguarding concerns for any pupils with SEND.
- Promote supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identify the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognise the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensure they have the capability to support pupils with SEND to stay safe online.

10. Children with specific circumstances

Looked After Children (LAC)

- Pupils at the school who are being accommodated by, or who have been taken into care by, the Local Authority (LA) are legally defined as being 'looked after' by the LA.
- The school recognises that a significant proportion of LAC have SEND and an EHCP.
- Designated teachers will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language (EAL)

- The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- The school will consider the pupil within the context of their home, culture and community, where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to their limitations in their command of English or arise from SEND.

11. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND. Unless *'it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources (SEND Code of Practice (2015) 9.79)'*
- Not refusing admission for a child that has named the school in their EHC plan, unless *'It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources (SEND Code of Practice (2015) 9.79)'*
- Considering applications from parents of children who have SEND but do not have an EHC plan.

- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions policy published on the school website.

12. Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. Children with an EHCP carry specific financial support. This money is allocated in order to provide for the needs of the children in the most effective manner, including the provision of teaching and/or non-teaching support, in addition to the provision of any equipment needed to ensure access to the curriculum.

The SENDCo has a small budget that is used for resourcing SEND and subject co-ordinators are responsible for ensuring that there are appropriate resources for their subject. The SENDCo budget is allocated each year dependent on needs and recorded in the School Development Plan.

13. Training and Resources

In-service training is available in respect of SEND for whole school or individual members of staff. The provision of training will be allocated where it is deemed to be in accordance with the School's Professional Development Policy.

The SENDCo ensures that class teachers are aware of the particular needs of pupils by providing relevant literature, advice and resources to assist in the provision of support. Outside agencies also provide whole school training and advice where appropriate during staff meetings and inset days. The SENDCo ensures that training opportunities are provided for her and for other members of staff and that appropriate external courses are undertaken.

The SENDCo, where appropriate, regularly attends CBC Networking sessions, in order to keep up to date with local and national updates in SEND. Governors are also encouraged to attend appropriate and relevant courses.

Many of the resources needed to support children with special educational needs, such as computer software and hardware, mathematical equipment and language games, will already be available within the classroom and can often be adapted for specific purposes. Some resources may need to be purchased especially for an individual child.

In ensuring that we meet the full range of needs within the school, expenditure is targeted to cover the full spectrum of needs, with books, I.T. equipment and other resource material.

14. Promoting mental health and wellbeing

The school is committed to promoting pupils' resilience, confidence and independence as learners across all areas of the curriculum. Our *Super Six Learning Powers* are embedded throughout teaching and learning and support the development of key learning behaviours: **determination, collaboration, creativity, communication, resilience and resourcefulness**.

In addition, our values curriculum is taught throughout the year to foster positive personal and social development. Through this curriculum, pupils are encouraged to demonstrate the values of **responsibility, respect, honesty, kindness and friendship**, helping them to become confident, considerate and successful members of the school community.

Positive behaviour management strategies and opportunities for small-group learning will be used to promote positive behaviour, social and emotional development, and high levels of self-esteem. Targeted interventions to support emotional literacy and wellbeing, such as *Hamish and Milo* and *ELSA (Emotional Literacy Support Assistant)* programmes, may be implemented where appropriate.

Where a pupil requires additional specialist support, referrals may be made to external services. These may include, for example, the **Mental Health Support Team (MHST)** and other relevant professionals, to ensure that pupils receive the support needed to promote their emotional wellbeing and successful engagement in school life.

Where appropriate, the school will also signpost parents to local support services to assist them in the management and development of their child. The school recognises that pupils with SEND may be more vulnerable to absence, persistent absence or emotionally based school avoidance. Attendance concerns will be monitored closely and considered alongside SEND needs, mental health, safeguarding and family circumstances. Where barriers to attendance are identified, the school will work with parents/carers, pupils and relevant professionals to agree supportive, reasonable and proportionate strategies to help pupils attend, engage and feel safe in school.

15. Supporting pupils at school with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may have SEND and may have an Education, Health and Care plan which brings together health and social care needs as well as their special educational provision, and in this instance the SEND Code of Practice (2015) is followed.

Arrangements in place in school to support pupils at school with medical conditions can be found in the Supporting Pupils with Medical Conditions and Administration of Medicines in School Policy (2014) at <http://www.linsladelower.co.uk/policies/>

16. Safeguarding

Safeguarding practice will be child-centred, inclusive and anti-discriminatory. Staff will be alert to the need for early help or family help, will share information appropriately in line with statutory guidance, and will consider how online safety, digital risks, misinformation, disinformation, conspiracy theories and emerging technologies may affect pupils with SEND.

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice based bullying) than other pupils.

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, any injuries, concerns about attendance, or signs that a pupil may be experiencing harm. These indicators will be investigated by the DSL in collaboration with the SENDCo, with information shared appropriately and promptly where this is necessary to safeguard and promote the welfare of the child.

17. Transitions

At Linslade Lower School, we are committed to ensuring that all pupils experience a smooth and successful transition between year groups, when joining our school, and when moving on to middle school.

Support plans will be reviewed during the Summer Term, with targets and strategies identified to support each pupil's transition to their next class, phase of education or school setting.

Education, Health and Care (EHC) Plans will be reviewed annually in accordance with Local Authority guidance. Where a pupil is moving between key phases of education, reviews will be completed in sufficient time to enable effective planning and, where necessary, the commissioning of appropriate support and provision within the new setting.

The school will work collaboratively with early years providers, previous schools and receiving middle schools, as appropriate, to ensure that relevant information is shared and that transition arrangements meet the needs of individual pupils.

All relevant educational records and information relating to a pupil's needs, progress and provision will be transferred securely to the receiving educational setting to support continuity of learning and provision.

Before any suspension or exclusion decision is made, the school will consider whether a pupil's SEND, disability, mental health, attendance, communication needs or other known barriers have contributed to the incident, and whether reasonable adjustments, additional support or alternative strategies are required. Where a pupil with SEND is suspended or excluded, reintegration planning will consider the pupil's

needs, reasonable adjustments and any SEND provision necessary, in accordance with the school's Suspensions and Exclusion Policy.

If it is in the best interests of the pupil, the school may commission alternative provision, in line with any EHC plan in place, for pupils who face barriers to participating in mainstream education. The school will remain responsible for monitoring the suitability, safety, attendance, progress and safeguarding arrangements of any provision it commissions.

18. Data and record keeping

The school's records will:

- include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- maintain an accurate and up-to-date register of the provision made for pupils with SEND.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

19. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.

- To the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

20. Resolving disagreements

The school is committed to resolving disagreements between pupils and the school. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school website.

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

Parents should address any queries to the class teacher, and then if necessary to the SENDCo and the head teacher. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place. Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

21. Publishing information

The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

22. Monitoring and review

The policy is reviewed annually by the Headteacher in conjunction with the governing board and SENDCo. Any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is June 2027.