



**LORDSHIP LANE**  
PRIMARY SCHOOL

# Special Educational Needs Policy

Statutory or non-statutory	Haringey Policy adapted for LLPS	Date reviewed	Date of next review
Statutory	No	September 2025	September 2026

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## Rationale

We believe that all children are unique and we endorse the principle that they are entitled to teaching and support which will maximise their abilities and sense of personal worth, to the school and the wider community. We aim to identify, to the best of our ability, those areas where individual children have special needs and to provide for them appropriately.

The school welcomes children with special needs and is committed to their inclusion in all aspects of school life wherever possible.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the needs of the child.

## Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified as early as possible, assessed and provided for;
- to ensure parental involvement in the on-going assessment of, and provision for, their child's individual need;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum unless otherwise stated within their statement of need;
- to enable pupil involvement in the SEND process where appropriate.

## Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning (see also Teaching and Learning Policy);
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need additional help with their learning and development;
- planning to develop children's understanding through the use of all available senses and experiences wherever possible;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly in times of trauma or stress, and to take part in learning.

This policy follows guidelines in the SEN Code of practice (September 2015), and links to other policies and documentation in the school.

In accordance with the Code of Practice (2015), the school is using the following model:

**Special Educational Needs (SEND)** comes into force when the class teacher recognises the need for activities additional to and different from the usual adapted curriculum. In consultation with the Special Educational Needs Coordinator (SENDCo), (s)he will collect evidence and plan for additional curriculum adaptations or intervention and monitor progress on a termly basis.

Sometimes, when school based adaptations or interventions do not lead to expected levels of progress, further help is sought from specialist services/ and or a specialist teacher in collaboration with parent/ carer advice.

Provision for pupils with SEND follows the '*ASSESS-PLAN-DO-REVIEW*' model as recommended in The Code of Practice (2015). Please see our SEND flow chart for more information on this.

**Statutory Assessment** will be sought from the LA where 'the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school' (Code of Practice p75) This may lead to:

An Education and Health Care Plan (EHC) formerly known as a Statement of Special Educational Needs. The LA seeks a range of advice before making a formal EHC Plan.

Where appropriate, a child may need multi-agency support. This can be accessed through the London Borough of Haringey (LBH) following borough guidelines and only with parental consent.

### Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that promote success, achievement and increasing self-esteem.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is adapted appropriately, and assessments are used to inform the next stage of learning.

We support children with SEN in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are occasions when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. In this instance, their learning needs can be better met without the distractions of the whole class setting.

For children who through assessment are noted as being marginally off track, in terms of potential, a well-trained supportive team of Teaching Assistants lead various intervention groups. We also have two higher level teaching assistants (HLTA's) who assist with provision for our pupils with significant needs. These groups follow various programmes of work for short periods of time. Pupil numbers in the groups are kept intentionally small.

### ELKLAN

Lordship Lane has recently become an ELKLAN accredited school. This means that our SENDCo (Natalie Wilding) has completed the ELKLAN 'Train the Trainer' programme which then meant they could cascade this approach across the school.

All staff at Lordship Lane have had access to the ELKLAN training as we recognise that SLCN is our most significant area of need. The ELKLAN approach ensures that our children's needs are being met within the everyday teaching they receive in their classrooms, as well as encountering ELKLAN strategies with all staff, in all areas of the school. This approach is also great for our EAL learners and for pupils with a range of SEND needs.

ELKLAN was established in 1999 by two experienced speech and language therapists Liz Elks and Henrietta McLachlan in response to a demand for training to be delivered by speech and language therapists to education staff to enable them to be more effective in their support of children with speech, language and communication needs (SLCN).

### Assessment

Early identification is vital. Screening for special needs, which have not been identified prior to admission to the school, will depend on the following;

- parental input and advice
- observations by the class teacher and others,
- baseline assessment and other internal assessments
- SEND progress meetings,
- a range of standard assessment tools
- assessment by outside agencies in consultation with parents/carers

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and SLT will monitor the children's progress in line with existing school practices (see Assessment Policy).

The SENDCo works closely with other members of the management team and subject leaders to plan an appropriate programme of intervention and support. The class teacher will liaise with parents over the implementation of interventions and progress.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school.

### Professional Partnerships

Professional advice from outside agencies can be sought for pupils causing concern and will be dependent on the needs of individual children. The following range of external expertise is available for occasional advice in the first instance and ongoing advice when children have significant and/or complex needs;

- *The Education Psychology Service*
- *The Autism Team*
- *Speech Therapist*
- *Physiotherapist (Occupational Therapist)*
- *Education Welfare Service*
- *Child Psychiatrist*
- *Education Social Service*
- *School Nurse*
- *CAMHS (Child & Adolescent Mental Health Service)*

## Monitoring and evaluation

The SENDCO:

- monitors the provision and progress of children within the SEN system in school.
- provide staff and governors with regular summaries of the impact of the policy on the practice of the school.
- is involved in supporting teachers in drawing up learning plans for children on the additional needs register.
- hold regular meetings with SLT to review the work of the school in this area.
- hold regular meetings with the named link governor with responsibility for special needs. These meetings with the link governor will take place four times a year, with records of the meeting kept by the school and governors and a report by the link governor shared at Full Governing Body meetings.

## The Role of the SENDCo

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEND register;
- contributes to and oversees the class teacher's pupil progress records
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- organises annual reviews for children with EHC Plans and acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies and informs parents of initial visits;
- monitors and evaluates the special educational needs provision and liaises with the SEN governor who reports to the governing body;
- manages the people and resources linked to children with special educational needs.
- liaises with transition schools SENDCo/Inclusion Manager during the Spring and Summer Terms to ensure the efficient transition of Y6 and other pupils with special needs.

## The Role of the Governing Body

The Governing Body shall appoint a suitably qualified and experienced teacher who has the additional responsibility of SENDCo.

The governing body will do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are made aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually via the School Profile on the success of the school's policy for children with special educational needs.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The SENDCo will be named in the school prospectus and the school profile, so that the parents can know whom to approach with general questions about Special Needs provision.

The Governors will appoint a member of the body to oversee Special Educational Needs.

### Allocation of resources

The SENDCo is responsible for the management of the specific resources identified for special needs provision within the school, including the provision for children with Education and Health Care Plans (EHCs).

The Head teacher, SLT and SENDCo will meet regularly to discuss the deployment of additional resources.

### Partnership with parents

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The named governor takes a special interest in special needs and attends meetings where possible and appropriate.

At all stages of the intervention and special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

The school has regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### Complaints

These are likely to be voiced in the first instance in the normal day to day meeting with class teachers. Complaints about special needs provision should be dealt with in accordance with procedures laid out in the School Complaints Policy which is readily available to parents at all times.

The Governing Body reviews this policy annually.