

**Newbold Verdon  
Primary School and  
Dragonflies Resource Base**



**SEN Policy  
Oct 2025 - 2026**

# **Newbold Verdon Primary School SEN policy**

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 –25 (July 2014)

School SEN Information Report regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions December 2015

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2013

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENCo Leadership Development Group. It was then finalised by the SENCo in consultation with SEN Governor, parents, pupils and staff at the school.

NAME OF SENCO: Jane Brennan contact c/o [office@newboldverdon.leics.sch.uk](mailto:office@newboldverdon.leics.sch.uk)

Unit Lead: Lucy Collins

01455 822362 (Reg.3a for schools)

NaSENCO Award achieved 2017(Clause 64, C and F Bill)

The SENCO is a qualified teacher (Role of the SENCo in Schools SEND Code of Practice Chapter 6)

## **AIM**

We are committed to using our best endeavours to provide an appropriate and high quality education for children at our school which enables them to:

- be aspirational and achieve their best.
- become confident unique individuals living fulfilling lives.

- make successful transition to their next phase of education.

## **Mainstream School**

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all pupils, including those with special educational needs whose needs can be met within the context of a mainstream school.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with SEND, with a broad, balanced mainstream academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

On some occasions, despite our best endeavours, it may be necessary to recommend specialist provision when a child's needs require greater resources, a bespoke curriculum and specialist teaching that are beyond the scope of a mainstream setting. On these occasions we will work with parents and SENA to ensure a suitable setting can be found for their child.

## **Specialist Facilities**

### **Dragonflies / Unit**

Nestled within the main school building, Dragonflies/The Unit is our specialist provision resource base, catering for primary aged children who have a diagnosis of Autism and are not accessing mainstream education. The children in Dragonflies/The Unit all have an Education Health and Care Plan (EHCP) for their specific needs and are all referred to us via the Local Authority. The ethos of Dragonflies/The Unit is to provide a caring and supportive learning environment that encourages positive behaviour and where everyone in the school community feels valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

Dragonflies/The Unit is staffed by a team of Autism specialist teaching and support staff and is led by our Headteacher, Lucy Collins.

## **OBJECTIVES**

To achieve this aim we will:

1. Strive to establish an inclusive school, eliminate prejudice and discrimination and create an environment where children can be happy, flourish and feel safe.
2. We will respond to learners in ways which show empathy of their varied needs and life experiences.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to develop courage and perseverance, to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support strategies.
7. Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The head teacher, SENCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

## **IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

### **SEND definitions in the "SEND Code of Practice: 0-25 Years (2014)"**

#### **Children may need Special Educational provision if they have:**

- Significantly greater difficulty in learning than the majority of others of the same age, or
- a disability that 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 institutions

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only

as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by 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

Slow progress or low attainment will not automatically mean a pupil is recorded as having and SEND. It can include progress in areas other than attainment –for instance where a pupil needs to make additional progress with wider development or social needs. The broad areas of need as outlined in the SEND Code of Practice (2014) give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

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

In our school, the needs of the whole child will always be considered in this process. There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Bring a looked after child

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

## **THE GRADUATED APPROACH TO SEN SUPPORT**

### **Quality First Teaching**

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below

national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate adaptations and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

### **Initial Concerns and SEND Support**

Where a pupil's needs are persistent and their progress is cause for concern, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo. At this meeting the requirement for additional fine - tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at 'SEND Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

Working together the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four part cycle (assess -plan - do -review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach it draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists

and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

**Examples of specialist agencies used by and that are available to be used by the school:**

- Educational Psychologists
- Community Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Autism Outreach services
- Inclusion Services
- Early Years Inclusion Services

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENDCo and Headteacher. In exceptional circumstances the SENDCo may recommend for a child to undergo a private health assessment to ensure each child receives prompt diagnosis when necessary and in order to effectively support those children in line with the SEND Code of Practice 2014. The cost of private assessments will be met from the school's notional SEND budget and the decision process will be scrutinised by the Governing Body.

Exceptional circumstances are all of the criteria below:

- When a child's SEND is disruptive to the learning of both themselves and others on a daily basis.
- When a child is at serious risk of suspension.
- When a child is unable to access the National Curriculum and requires an individualised and greatly adapted curriculum.

Where pupils are made subject to an Education Health and Care plan (EHCP), the school will work in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

Referral to health professionals is made through the child's GP or the School Nurse.

**The LA SEND Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting a LA Inclusion Funding or statutory assessment towards an EHCP if appropriate. To inform this decision, the SENDCo will have close regard to the local authority's criteria for funding through Inclusion Funding or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer website

along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process and how they are involved in it.

## **Removing pupils from the SEN register**

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and SEN Support is no longer required to ensure this progress is sustained.

## **Dyslexia Friendly and PINS (Partnership for Neurodiversity on Schools)**

We recognise that a significant proportion of SEND at Newbold Verdon Primary falls within the primary areas of Cognition and Learning and Communication and Interaction. In 2025 we completed the PINS programme and our aim in 2025 – 26 is to achieve the Dyslexia Friendly School Award in conjunction with The British Dyslexia Association. The SENDCo leads our school focus to achieve this status in the areas of:

- Leadership and Management
- The Quality of Learning
- Creating a Climate for Learning
- Effective Communication

## **SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND**

The school is fully committed to meaningful partnerships with parents of children with SEND where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- SENDCo available for meetings by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.

<https://www.newboldverdonprimaryschool.co.uk/page/?title=SEND+and+Inclusion&pid=33>

- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEND in their class at least twice a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

## **SUPPORTING PUPIL VOICE**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.

- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCOs and / or SEN Governor, considering adjustments to keep in the light of analysis.

## **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 also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions.

## **MONITORING AND EVALUATION OF SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy.

## **TRAINING**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development. Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place

around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends SENCO Network meetings in order to keep up to date with local and national updates in SEND.

## **FUNDING FOR SEN AND ALLOCATION OF RESOURCES**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide Intervention Funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil. The school may also use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

## **ROLES AND RESPONSIBILITIES**

### **SENDCo**

The key responsibilities of the SENDCO are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising a on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Governing Body and Headteacher**

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The headteacher, SENDCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. Head teacher will ensure that the SENDCo has sufficient time and resources to carry out his / her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **STORING AND MANAGING INFORMATION**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Electronic copies of information are stored on our secure network, with password access. Only teaching staff have access to this network.

At points of transition, relevant documents are hand delivered to schools locally or sent further afield by recorded delivery. A record of transfer will be collected.

### **REVIEWING THIS POLICY**

This policy will be formally reviewed annually. Representatives of parents of pupils with SEN and pupils themselves will be part of this process.

### **ACCESSIBILITY**

Our accessibility plan is reviewed by the governors annually. Where necessary work is undertaken to ensure we remain an accessible school. This includes removing barriers to physical accessibility and ensuring measures to be an inclusive school. We work in cooperation with accessibility team at County Hall to ensure equality of access to all our pupils, regardless of disability.

### **DEALING WITH COMPLAINTS**

We have a comprehensive complaints policy in our school. Parents are asked initially to meet with the class teacher to resolve any issues, including those where pupils have SEND. If the matter is not resolved at that point the parent may wish to meet with the Headteacher or SENDco. Where a concern has still not been dealt with, the parent has the right to take their complaint to the Governing Body complaints committee.

## **BULLYING**

The school has a comprehensive anti-bullying policy which is available online and via the school office.

## **FURTHER ADVICE AND SUPPORT**

Additional support and guidance can be gained from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Leicestershire. This is a statutory service providing free, impartial and confidential advice and support to parents and carers of young people aged 0-25 with special education needs or disabilities as well as young people themselves.

### **Contact information:**

SEND Information Advice and Support Service (SENDIASS Leicestershire)

Telephone: 0116 305 5614

Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm

Email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)