

Lawley Primary School
and Nursery

Planting the seeds, growing the future

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Lawley Primary School and Nursery Vision - Planting the Seeds, Growing the Future - is based on the two key principles Our Vision - Planting the Seeds, Growing the Future is based on the two key principles of: Encouraging better learners and developing life-long learners.

Our Values - We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: happiness, respect, courage, friendship, and responsibility.

Our Mission statement talks of providing an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually, and physically, allowing everyone to be the best that they can be! We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children.

LAWLEY PRIMARY SCHOOL AND NURSERY

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Reviewed: September 2026

Review: September 2027

Agreed by the Full Governing Body: 17th September 2026.

At Lawley Primary School and Nursery, our vision, **"Planting the Seeds, Growing the Future,"** underpins all aspects of school life, including our commitment to supporting pupils with Special Educational Needs and Disabilities (SEND). Our vision is founded upon the principles of encouraging better learners and developing lifelong learners, ensuring that every child is equipped with the knowledge, skills and attitudes needed to thrive both now and in the future.

Central to this vision are our five core values of **Happiness, Respect, Courage, Friendship and Responsibility**. These values guide our interactions, decision making and provision, fostering a nurturing and inclusive environment where every child feels valued, supported and empowered to succeed.

We are committed to providing an ambitious, inclusive and aspirational curriculum that enables all pupils, regardless of need or starting point, to access high-quality learning opportunities and achieve their full potential. We recognise and celebrate the unique strengths, experiences and needs of every child and strive to remove barriers to learning through responsive, personalised support.

Through our curriculum and wider provision, we aim to develop pupils who are **independent, confident and resilient learners**, capable of overcoming challenges, taking ownership of their learning and making positive contributions to their community. We believe that all children should be encouraged to aspire, achieve and flourish academically, socially and emotionally within a supportive and inclusive school environment.

At Lawley Primary School and Nursery, all members of the school community work collaboratively to ensure that every child is cared for spiritually, morally, socially, culturally, intellectually and physically, enabling them to grow, succeed and flourish throughout their educational journey and beyond.

HEAD TEACHER: Carol McQuiggin

SENDCo: Mrs Jennifer Olenik-Pritchard

LINK GOVERNOR: Kate Kneller

CHAIR OF GOVERNORS: Tom Fisher

Date agreed: September 2026

Review date: September 2027

'Special Educational Provision is underpinned by high-quality teaching and is compromised by anything less' (SEN Code of Practice: 0 to 25 years, 2015).

This policy document specifies the objectives of the Governing Body, together with the strategies and procedures in place, to ensure that effective and efficient provision* is provided for children with Special Educational Needs and/or Disabilities (SEND) at Lawley Primary School and Nursery.

The SEND Code of Practice, 2015, states that:

- A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.
- A child has a learning difficulty or disability if:

- They have significantly greater difficulty in learning than most others of the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

*Special educational provision - namely provision different from, or additional to, that is normally available to pupils of the same age, (SEND Code of Practice, 2015: **6.15**).

Aims

- To have special educational needs & disability (SEND) identified as early as possible, thereby allowing us to support children's physical, sensory, social, emotional, communication and cognitive development.
- To remove barriers to learning by embedding inclusive practice, allowing positive access to the National Curriculum.
- To promote high expectations and achievement by ensuring that the educational provision matches the nature of the child's learning difficulty and by developing teachers' skills and strategies for meeting specific needs.
- To work closely with all parents and to listen to their views to build on children's previous experiences, knowledge, understanding and skills, so that they develop in all aspects of the curriculum.

Objectives

- To ensure the provision made for children with SEND is **additional to** or **different from** that made for all children.
- To provide provision that is relevant to the child's needs, depending on the type and extent of the learning difficulties and needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all ages.
- To provide every child with the skills to learn, participate and form friendships with their peers.
- To give every child the entitlement to a sense of achievement.
- To ensure the regular recording of the educational needs of the child with SEND; the actions taken, and outcomes, to ensure that the most appropriate provision is being made.
- To monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice, 2014. These are: Communication and interaction; Cognition and Learning; Social, Emotional and mental health difficulties; and Sensory and/or physical needs.
- To work in partnership with the child's parents/carers, and other external agencies, to provide optimum provision.
- To regularly review the policy, the school offer and work closely with the LA, being part of the Local Offer.
- To listen to the views of all children, allowing them to participate in all the decision-making processes that occur in education. This will include the setting of learning targets; contributions to school support maps; annual reviews; discussions regarding secondary school choices and transition processes.

- To enable all pupils with SEND to develop independence, confidence and resilience through an ambitious, inclusive and aspirational curriculum that supports them to flourish academically, socially and emotionally.

Equal Opportunities

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should, therefore, be read alongside the school's Policy for Equal Opportunities.

At Lawley Primary School and Nursery, children/pupils with SEND are integrated into the life of the school and the curriculum. We recognise the strengths of every individual as well as any areas for development and ensure everyone has the opportunity to contribute to the social and cultural activities of the school.

Roles and Responsibilities

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff, (SEND Code of Practice, 2015: 6.36).

'All teachers are teachers of pupils with SEN.'

Management of SEND within the school

Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual child. Thus, all staff members use school procedures for identifying, assessing and making provision for pupils with SEND. We use the Telford and Wrekin SEND Provision Matrix 2021 ([T&W SEND Provision Matrix 2021 - SEND - Local offer](#)) as a guide, to ensure teachers are providing all children with the support they require through quality first teaching and extra, appropriate support when required.

Parents and carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

The school's Special Educational Needs Coordinator (SENDCo) has identified dedicated staff meetings at least once every term to discuss children on the SEND register and monitoring list, additional meetings are identified to help review school support maps and discuss interventions. Teaching and support staff meet regularly to review SEND provision.

Coordinating and managing provision

The role of the Class Teacher

All class teachers are responsible for:

- The progress and development of every pupil in their class
- Providing information to the SENDCo on pupils displaying potential SEND in order to identify possible areas for support

- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Collaborating with the SENDCo and parents/carers to formulate the best support for pupils with SEND, including implementing policies
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring that a pupil's Support Map is shared and discussed with parents/carers so that they are aware of the support in school and how they can support at home
- Ensuring that they follow the SEND policy

The role of the SENDCo

At Lawley Primary School and Nursery the SENDCo is Mrs Jennifer Olenik-Pritchard.

The SENDCo has an important role, working with the Head teacher and governing body to determine the strategic development of SEND policy and provision in the school. The SENDCo has the responsibility of ensuring the SEND policy is followed, and that coordination of specific provision is made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs).

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families, thus ensuring all pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo at Lawley Primary School and Nursery include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Advising on the graduated approach (assess, plan, do, review) to providing SEND support.
- Coordinating provision for pupils with special educational needs.
- 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.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Ensuring teaching staff are up to date with their statutory duties regarding SEND.
- Ensuring that Health and Safety guidelines are adhered to. Thus, ensuring all staff have access to relevant training, to ensure their own safety and the health and safety of pupils with additional needs (see the school's Health and Safety Policy).
- Overseeing the records of all pupils with SEND and ensuring they are up to date, correct and secure, in line with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
- Liaising with potential 'next providers' of education, to ensure a pupil and their parents are informed about options and that a smooth transition is planned.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010), regarding reasonable adjustments and access arrangements.

The role of the governing body

The school governor with responsibility for SEND is **Kate Kneller**.

The governing body should:

- Ensure that provision is made for pupils who have SEND.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable, in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school, so far as is reasonably practical and compatible with the child receiving the SEND provision, their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard for the Code of Practice when carrying out its duties to pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.
- Be involved in developing and monitoring the policy, and keep up-to-date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- Monitor, evaluate and review the quality of SEND provision, and report on the implementation of the SEND policy annually to parents.
- Ensure that SEND provision is an integral part of the School Development Plan.

Admission arrangements for pupils with SEND

Lawley Primary School and Nursery strives to be a fully inclusive school. We work hard to ensure that all the aims and objectives identified in this policy are met to ensure all children have their educational, physical and emotional needs attended to (see the school's Admissions Policy).

At Lawley Primary School and Nursery there is access to all areas for pupils with SEND, including toilet access.

Curriculum

All pupils should have access to a broad and balanced curriculum. The Inclusion statement, in the 2014 Primary National Curriculum (NC), states:

'Teachers should set high expectations for every pupil,' and they 'should use appropriate assessment to set targets which are deliberately ambitious', (NC, 2014: 4.1). 'Potential areas of difficulty should be identified and addressed at the outset of work', (NC, 2014: 4.4). 'Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that pupils [with SEN and disabilities] will be able to study the full national curriculum', (NC, 2014: 4.3).

While all pupils are entitled to access a broad and balanced curriculum, some pupils with SEND may require a personalised, adapted curriculum and alternative approaches to learning

in order to achieve their individual outcomes. Such adaptations will be informed by individual needs, including outcomes and provision specified within an EHCP where applicable, and will be supported by advice from relevant external agencies and specialists.

Identifying SEND

To adhere to the Code of Practice, 2015, Lawley Primary School and Nursery has developed a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Lawley Primary School and Nursery will endeavour to support pupils with SEND by making reasonable adjustments to remove or reduce barriers to learning.

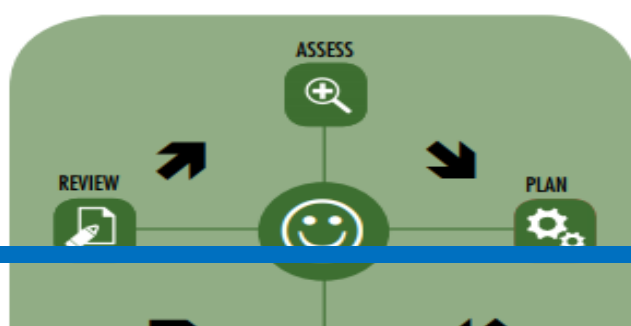
Early identification of SEND is paramount. Assessment and monitoring of pupil progress by class teachers, supported by the SLT, will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

The first response should be high-quality adaptive teaching. Where progress continues to be less than expected (and where Wave 1 of the Telford and Wrekin SEND Provision Matrix has been satisfied), the class teacher or subject leader can refer the child to the SENDCo. Following this conversation, the child may be placed on the school's SEND Monitoring List and targeted support strategies may be implemented and reviewed. In some cases, advice and guidance may be sought from external professionals to inform assessment, provision and next steps. Where, despite high-quality teaching, targeted interventions and specialist advice, a pupil continues to make limited progress or requires provision that is additional to or different from that ordinarily available, the school will consider placing the pupil on the SEND Register. Decisions will always be made collaboratively with parents/carers and, where appropriate, the child, ensuring that support is tailored to help them access the curriculum successfully and thrive both academically and personally.

The Graduated Approach To Support Pupils

SEND Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what is supporting the pupil to make good progress and secure good outcomes. This is known as the **Graduated Approach**.



(The SEN support four-part cycle, known as the Graduated Approach, nasen, 2014.)

Assess

Class teachers work closely with the SENDCo, and where appropriate, make referrals to outside agencies, for example, the Learning Support Advisory Teacher. A meeting with parents/carers and the class teacher is required to discuss concerns and next steps. Discussions will focus on the area/s of need the child has and the level of support required, along with interventions that may help. Following discussion with parents/carers, and agreement that the child requires provision that is additional to or different from that ordinarily available, the child will be added to the school's SEND register.

Plan

Following advice from the SENDCo and/or outside agencies, the class teacher will complete a School Support Map for the child. The targets should be challenging and tailored to accelerate progress. Where necessary other members of staff specialising in particular interventions may be utilised. For example, Talkboost trained staff could be used to deliver an intervention for a child with speech and language difficulties.

Parents/Carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

Each child with SEND, receiving 'School Support', will have any extra work and interventions recorded electronically, to ensure all support given can be monitored and assessed. Interventions should be appropriate to the child's needs and abilities and should be appropriate to addressing and achieving the targets. Interventions can, and should, be delivered by both teachers and teaching assistants. The class teacher remains responsible for the child's progress and should work closely with other adults to plan and assess the impact of the interventions.

Review

All recordings of interventions must be seen and reviewed by the class teacher. This information can then be passed on at transition and used to show evidence of progress. This evidence can also be shared with the LSAT and other outside agencies to assess progress and interventions. The SENDCo will dedicate staff meeting time each half term to discuss and monitor progress and the value of interventions. School Support Maps will be reviewed regularly throughout the year, with formal review points taking place in October, February and June. These support maps are to be signed by the child's parent/s and parents should have

clear information about the support their child is receiving and the impact on their progress. The parents should also be informed if that support changes.

Involvement from Outside Agencies

Occasionally a child or family may need more specialist support from an outside agency, such as Educational Psychologist or Speech & language Therapist. If the advice of an external professional is required, parents'/carers' consent will initially be required for the needs of the child to be discussed and for the involvement of the external professional.

Provision

Universal Provision/Wave 1 support

All pupils receive Quality First Teaching within the classroom under the responsibility of the class teacher. The teacher is directly responsible for the progress and achievement of the pupils within their classroom and will adapt teaching strategies and approaches to ensure this for the children.

Targeted Provision/Wave 2

Enhanced Group Support, or additional pre-teaching, for those that are just below national age-related expectation and need additional support to "keep up". These children are not necessarily identified as SEND.

Higher Needs Provision/Wave 3 Support

Additional SEN support for those children who, despite Wave 2 intervention, require further intervention or it is felt that Wave 2 intervention is not appropriate due to specific needs.

Inclusive school Forum (ISF)

The Inclusive School Forum is a meeting of school professionals including head teachers and SENCos who have expertise in special educational needs. It has been developed for all schools in Telford and Wrekin so that they are able to get advice and guidance from each other about how to meet children's needs effectively.

A key function of the forum is to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace, the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.

Schools must work with parent/carers in the application and review process.

Which children can be discussed at the Inclusive School Forum?

- Children and young people of primary and secondary age including those at academies.
- Where funding (AIF) is being requested for a child, they must have a Telford and Wrekin address.
- The child or young person will have significant barriers to learning that require support above what is already allocated in a school's budget.

- Funding (AIF) is allocated to the individual pupil, if the pupil moves school the funding is transferred if appropriate.
- If the child currently has, or the school is applying for or going through the EHC process, then we are not able to apply for funding from the School Inclusion Forum at the same time.

Moving to an Education, Health and Care Plan (EHCP)

Some children and young people may not make expected progress, despite these efforts to identify, assess and meet the special educational need. If a child fails to make progress, in spite of high quality, targeted SEN support and services available through the Local Offer, schools or parents can consider requesting an Education Health and Care Needs Assessment (EHCNA). This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person.

The decision to make a referral for an Education, Health and Care Plan will be taken following several cycles of the Assess – Plan – Do – Review process in consultation with parents. The application for an Education, Health and Care Plans will combine information from a variety of sources which may include:

- Parents/Carers
- Teachers
- SENDCo
- School SEND Officer
- LSAT
- EP
- Health professionals

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child (where appropriate) and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Removal of a child from the SEND Register

Where a pupil has made sustained progress and no longer requires provision that is additional to or different from that ordinarily available, they may, following consultation between the class teacher, SENDCo and parents/carers, be removed from the SEND register. The class teacher will continue to ensure Quality First Teaching within the classroom and will adapt teaching strategies as necessary for the child.