



Lydgate Junior School

SEN/D Policy

Reviewed - September 2025.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest.

At Lydgate Junior School we believe in a high quality education for all children.

We believe all stake holders are important to the delivery of this.

We aim to deliver an inclusive education to meet the needs of all our pupils. Every teacher is responsible for the progress and nurture of every child, including those with Special Educational Needs/Disability.

Lydgate Junior School is a Rights Respecting School.

This Policy has been developed and reviewed by SENCo, Headteacher, SLT and SEN/D Governor to reflect the changes to SEN/D in the Code of Practice of June 2014.

We consider, the views of pupils and parents.

SENCo (SLT)
Miss Alix Wall
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LYDGATE JUNIOR SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN/D)
POLICY

Our Aim

Lydgate Junior School is committed to providing an inclusive, high quality and appropriate education for our pupils (including those identified as having SEN/D.)

We have high expectations and aspirations for pupils with SEN/D.

We support pupils' individual learning needs, by focusing on their outcomes through suitable provision and support – with the aim of building self-belief and raising their own aspirations of success.

We celebrate the wide range of our pupils' achievements and provide opportunities for all our pupils to succeed.

Objectives

1. To ensure that all children receive a culturally diverse, broad and balanced, curriculum which is engaging for all.
2. To work within the guidance of the SEN/D Code of Practice 0-25 (June 2014) and identify the needs of our children in line with the four identified areas of need.
3. To track pupil progress and identify SEN/D as they arise, and then continue to monitor the progress of children with SEN/D.
4. To ensure that provision for children with SEN/D is central to curriculum planning.
5. To work with advisory guidance from external agencies (where involved), liaising with parents and staff at school.
6. To recognise and record children's strengths and successes to encourage positive self-image and good emotional wellbeing.
7. To ensure that individual staff, and those with responsibility, are involved in the planning, organization and delivery of suitable learning activities and experiences. Where appropriate, use resources to support the learning of children identified as having SEN/D.
8. To work closely with parents to agree and support annual SEN Support Plans in line with identified need/s, involving the child in any decision making which affects them.
9. To provide support and advice for staff working and supporting children with SEN/D.
10. To provide a SENCo who will work with the SEN/D Inclusion Policy.

Definition of Special Educational Needs

We would identify a child as having Special Educational Needs if they had a learning difficulty or disability which significantly impacts on their learning. SEN/D provision is made for such children because they require a level of provision which is additional to, or different from, that made for others of the same age. We believe in considering the needs of the whole child, not just their special educational need.

Under the new Code of Practice there are four broad categories of ~~need:-~~need: -

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical.

Other factors may also impact on progress and attainment but are not considered as SEN/~~D:-~~D: -

- Disability (The Code of Practice outlines the 'Reasonable Adjustment' duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a LAC (Looked After Child)
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN/D. Behaviour should be described as an underlying response to a need which staff will be able to recognise and identify clearly.

A Graduated Approach to SEN/D Support.

Lydgate Junior School is committed to providing a high quality, inclusive education for all children. The class teacher/s provide quality first teaching and are responsible and accountable for meeting the needs of all the pupils in their class. Work is planned in line with the National Curriculum for the relevant year group.

- Work may be differentiated for small groups or individuals in line with their SEN/D. This is often the first step in responding to pupils who have or may have SEN/D. A more personalised learning programme may be put in place for individuals with higher levels or complex levels of need.

- Support for small groups or individuals may be put in place within the classroom and teaching assistants may be used to support the needs of these children. Support will be directed carefully by the class teacher.
- Multi-sensory and dyslexia friendly approaches for effective classroom teaching are embedded throughout the school.
- Children will be supported in class through the use of visual and concrete materials.
- Regular formative and summative assessments are used to inform next steps and planning.
- Support and training opportunities for all staff to continually improve their understanding of SEN/D and the implementation of appropriate strategies/resources.

Identification of SEN/D, Assessment and Provision

Identification.

Early identification of a Special Educational Need is a vital part of the assessment process. As a Key Stage 2 provider, we liaise with the Key Stage 1 schools to gather existing information held about children who are already identified as SEN/D Support. This is used to ensure a smooth transition from Key Stage 1 to Key Stage 2, allowing us to ensure provision is in place for the start of Year 3 for those children.

From arrival at LJS and throughout their time with us, we continually assess the progress and attainment of all children which enables identification of other children who may have SEN/D. The purpose of identification is to work out what action/s and strategies are needed to support our pupils with SEN/D.

The SEN/D Code of Practice 2014 suggests that pupils are only identified as SEN/D if they do not make adequate progress once they have had all the interventions / adjustments and good quality teaching.

Assessment

- Class teachers, support staff and parents may be the first to recognise a level of need in a child and will discuss this with the school's SENCo.
- The SENCo may observe the child in class, speak with the child, discuss the child with any relevant support staff and look at the child's work in their books. The SENCo will advise what action/s need to be put in place.
- It may be felt that the child can be supported appropriately within the classroom with measures suggested by the SENCo.
- It may be that the SENCo feels that further assessment of the child's needs is required; these would be better undertaken by external agencies. Parents would be informed at this stage.

- If appropriate, the child would be placed on the SEN/D remit at SEN/D Support level (with parental permission).
- Once a child is identified as SEN/D Support they are levelled against the Sheffield Support Grid Exemplification (SSGe). This is a non-statutory document which the Local Authority through the SEND assessment and review service (SENDSARS) have developed to support school's assessment of the level of need and provision for children with SEN/D.

<https://www.learnsheffield.co.uk/Downloads/InclusionDocuments/2526/SSGe%20Sept%202025.pdf>

This process enables us to identify the level of need and appropriate provision for our children, in line with Sheffield's Graduated Response to supporting SEN/D. This is reviewed annually by the SENCo and class teacher for children with SEN/D.

Managing Pupil's Need at SEN/D Support Level

- For each child identified, SEN/D Support Plans will be drafted by the child's teacher/s and agreed with parents at the first SEN/D Support Review in the autumn term.
- There will be a further SEN/D Support Review Meeting in the spring term, with a final review in the summer term. These meetings will be arranged by the SENCo and will involve parents, teacher/s and SENCo. At each meeting, the steps towards the annual outcomes will be reviewed and the progress made towards the outcomes discussed.
- Prior to the meeting, the child's views are recorded so that they can be shared and taken into consideration.
- Parents are given a copy of the SEN/D Support Plan. For parents who are unable to attend, the Review a copy is sent home.

Provision

Depending on a child's level of need a range of support strategies may be put in place. Monitoring children at SEN/D Support level is a fluid process and can result in children moving from SEN/D Support to being monitored by the class teacher.

- Work may be differentiated for small groups or individuals in line with their SEN/D.
- Support for small groups or individuals may be put in place within the classroom and directed carefully by the class teacher. Teaching Assistants may be used to support the needs of these children.
- Multi-sensory and dyslexia friendly approaches for effective classroom teaching are embedded throughout the school.
- Children will be further supported in class through the use of visual and concrete materials.
- If it is felt a child's identified need can be met in this way, the child may be placed in an intervention group for a specific period of time.

- The SLT and SENCo have an overview of all the support school offer and which children are accessing on a termly basis.
- During transition, when SEN/D Support children are moving from one year group into the next, class teachers undertake transition meetings to share handover information. Additionally, they complete a Learner Profile for next year's teacher/s.
- During Key Stage transitions, the SENCo liaises closely with the appropriate school that children are moving from or to.

Personalised Provision

Some children with high levels or complex needs may require a more personalised programme of support. This could include support in class from a teaching assistant as well as a carefully planned programme of work in line with classroom teaching. There may be a need for these individuals to receive more structured support and undertake some of their learning outside of the classroom. Sensory breaks may be required and support from the Pastoral Lead may be accessed, particularly around an individual's SEMH need.

In some cases, with permission from parents, the SENCo may seek advice from external agencies such as Fusion School to School Support, Educational Psychology, Speech and Language Team, Visual Impairment and Hearing Impairment Services and the Autism Team. These agencies can highlight the need for alternative ways of supporting and monitoring a child with SEN/D.

An 'Extended Support Plan'

- Where a child's SEN/D has become increasingly complex, and where parents and school are becoming more concerned about a child's SEN/D, they will be levelled higher against the Sheffield Support Grid and an 'Extended Support Plan' may be introduced.
- This Local Authority document will be written and put in place by Parents and the SENCo.
- The SENCo will follow the 'Assess, Plan, Do, and Review' process and will monitor the outcomes with parents, teacher and staff in school. This will most likely be reviewed annually if not on a more frequent basis.
- The 'Extended Support Plan' is not a statutory document but is often put in place when there has been escalating level of need and provision needs to be adapted/assessed.
- An 'Extended Support Plan' may also be a precursor to an application for an EHCP (Education, Health and Social Care Plan).

Education, Health, Social Care Plan (EHCP)

Where a SEN/D has become complex, and in some cases where a need to apply for specialist school provision has arisen, an application for an EHCP can be made, in agreement with parents.

- The SENCo will compile documentation which will be taken forward to a locality panel consisting of other local SENCos, educational psychologist/s, lead SENCo and the locality lead head teacher.
- If the panel agrees that the application qualifies to move to the next stage, the SENCo will co-ordinate the EP's involvement in the process.
- The Lead SENCo will then take the application to Sheffield Local Authority's SEN/D Team panel (SENDSARS).
- The application will be processed by the LA (the SENCo has no involvement in this part of the process) and they will either agree or not agree to continue the process.
- If the LA agree to assess a child for an EHCP, they will undertake detailed assessments and a decision will be made as to whether an EHCP will be given.
- If granted, an EHCP will be written, agreed and put in place.
- If not, school and parents have the opportunity to re-apply after 6 months.
- An EHCP is a statutory document and can be used to access a place for a child in specialist provision.
- The outcome of an EHCP will be long term and will be annually reviewed.
- An EHCP can support a child/young adult up to the age of 25

The Local Offer, Supporting Pupils and Families

The Local Offer is a directory of information of the support and activities which are available locally in Sheffield. This information is to enable children, young people and parents of children with SEN/D to find out more about provision throughout the city in one central place. The Local Offer can be found as part of Sheffield's online directory for children, young people and families - www.sheffielddirectory.org.uk or can be accessed via Lydgate Junior School's website – www.lydgatejunior.co.uk.

Monitoring and Evaluating of SEN/D

Through termly SEN/D Support Review meetings with parents and teacher/s, the SENCo monitors the child's progress. Together with teacher/s and parents, the SENCo agrees to the annual

outcomes set. These outcomes are reviewed at each termly Review Meeting and progress/next steps are identified.

Assessment data is used to monitor progress for all our children, including those with SEN/D.

The SENCo will visit children in class to see how they are progressing. They will look at the provision in place and monitor its effectiveness, and work with teaching and support staff to extend, adapt or reduce the support/interventions in place. This will be in line with how much progress the child is making around their identified levels of need.

The SLT are involved in decision making around support for children, with SEN/D.

Lydgate Junior School's SEN/D Governor will arrange meetings with the SENCo on a termly basis, or more frequently if required, and will monitor the management of SEN/D throughout the school.

Role of the SENCo

- Co-ordinating provision for pupils with SEN/D.
- Identification and assessment of children with SEN/D.
- Liaising with parents, external agencies and all members of Lydgate Junior School's staff.
- Overseeing the records of all children with SEN/D.
- Day to day operation of the school's SEN/D policy.
- Management of the teaching assistants.
- Organising and facilitating the in-service training for staff.
- Attending training courses and Locality SENCo meetings
- Being aware of recent developments within SEN/D and sharing this information with relevant staff.
- Updating and reviewing the SEN/D policy.
- Liaising with the SEN/D Governor.

Complaints Policy - SEN/D Provision

If you wish to complain about the school's SEN/D support, you should do so whilst your child is still registered at school. This includes complaints that the school has not provided the support required by your child's SEN/D Statement or Education, Health and Care Plan (EHCP).

If you have a SEN/D concern this should be directed to the school's special educational needs co-ordinator (SENCO), Miss Wall. Most concerns can be addressed at this informal level without having to resort to a formal process. However, if your concern is not resolved you may choose to follow the school's [complaints procedure](#).

Further information regarding complaints is also available from the [local authority](#).

Reviewing the SEN/D Policy

Policy to be reviewed September 2026.