Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Policy: Special Educational Needs and Disabilities (SEND)

Date: reviewed regularly; see date in document label for most recent update

1. Introduction: Sphere Federation vision

This policy relates to all three schools in Sphere Federation: Scholes (Elmet) Primary; St James' CE Primary; and Moortown Primary.

We want each of our schools to be **a happy and healthy place to learn** (St James' CE Primary: **a happy and healthy place to achieve and believe**). This is for all pupils, including those with special educational needs and disabilities (SEND).

All schools in Sphere Federation share common values and an ethos that adheres to inclusive principles. The schools work collaboratively to endeavour to meet the needs of all learners.

We have an inclusive ethos, providing pupils with access to a broad and balanced curriculum, although we recognise that reasonable adjustments may be needed to best meet pupils' needs. We have high expectations of all our children: we're committed to supporting our pupils so they have the chance to thrive and meet their full potential. We assess their attainment, progress and needs regularly and put support in place at the earliest possible stage where needed. We work in partnership with children, parents and other agencies to provide the best possible educational outcomes.

2. Aims

To support our vision for our schools to be **happy and healthy places to learn** (or **a happy and healthy place to achieve and believe**), our aims around special educational needs and disabilities (SEND) are that:

- the special educational needs or disabilities of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the federation
- we work in partnership with parents and appropriate external agencies to support pupils with SEND and will use our best endeavours to ensure that appropriate provision is secured for any pupil with SEND in order to achieve agreed outcomes
- each school has a Special Educational Needs and Disabilities Co-ordinator (SENDCo) and supporting team who will maintain and regularly review the SEND register held in respective of an individual pupil and co-ordinate support
- teaching and support staff are aware of and fulfil their responsibility to support individual pupils, to implement strategies suggested by the SENDCo and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes
- children and young people with SEND engage in the activities of the school alongside pupils who do not have SEN

The aim of this policy is to make sure Sphere Federation schools fully implement national legislation and guidance regarding pupils with SEND. It explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

The policy sets out how Sphere Federation schools will:

- support and make provision for pupils with SEND
- provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- help pupils with SEND fulfil their aspirations and achieve their best
- help pupils with SEND become confident individuals living fulfilling lives
- help pupils with SEND make a successful transition into adulthood
- communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision

3. Legislation and guidance

The policy is based on the statutory guidance SEND code of practice: 0 to 25 years: Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.

This policy is also based on the following legislation:

- Children and Families Act 2014 Part 3 which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014 which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEND) information report
- Equality Act 2010 (section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Public Sector Equality Duty (section 149 of the Equality Act 2010) which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- Maintained Schools Governance Guide which sets out governors' responsibilities for pupils with SEND
- School Admissions Code which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Definitions

We use the Department for Education's definitions.

4.1 Special educational need

> "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
>
> A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> - has a significantly greater difficulty in learning than the majority of others of the same age, or
> - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

4.2 Disability

> "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

4.3 Special educational provision

> "For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children…"

4.4 Areas of Special Educational Needs and Disabilities

There are four broad areas of Special Educational Needs and Disabilities:

Communication and interaction	Cognition and learning
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because: • they have difficulty saying what they want to • understanding what is being said to them • they do not understand or use social rules of communication The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autistic Spectrum Disorder / Condition (ASD / ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties covers a wide range of needs, including: • *moderate learning difficulties (MLD)* • *severe learning difficulties (SLD)* Children are likely to need support in all areas of the curriculum – the greater the need, the greater the support. There may be associated difficulties with mobility and communication. • *profound and multiple learning difficulties* Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia.
Social, emotional and mental health	**Sensory and/or physical needs**
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include: • becoming withdrawn or isolated • displaying challenging, disruptive or disturbing behaviour These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.	Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support (mobility, orientation and living skills). Some children with a physical disability (PD) require additional, ongoing support and equipment to access all the opportunities available to their peers.

Sphere Federation schools support children with needs in each of the areas. We consider carefully the needs of individual children to ensure that our provision, alongside reasonable adjustments, is suitable for a child with SEND whilst considering the efficient education of others.

5. Roles and responsibilities

5.1 SEND team

Across Sphere Federation, there is a SEND team to oversee SEND provision in the schools:

Scholes (Elmet) Primary	Moortown Primary	St James' CE Primary
Karen Hague (Lead SENDCo) Natalie Lake Lottie Flynn (EYFS)	Clare Weekes (Lead SENDCo) Dani Birch Lottie Flynn (EYFS)	Karen Hague (Lead SENDCo) Jackie Freeman Lottie Flynn (EYFS)
tel: 0113 264 9149 email: scholesSEND@spherefederation.org	tel: 0113 268 5915 email: moortownSEND@spherefederation.org	tel: 01937 583379 email: stjamesSEND@spherefederation.org

The function of the SEND Team is to coordinate each Sphere Federation school's approach to SEND provision and undertake the duties set out in Chapter 6 of the SEND Code of Practice.

Karen Hague is the Lead SENDCo across Sphere Federation.

The SEND Team in Sphere Federation schools will:

- inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and liaise and work with staff, parents and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- when a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- make sure the school keeps its records of all pupils with SEND up to date and accurate
- with the Lead SENDCo and other school leaders, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for the continuous professional development of staff

5.2 Lead SENDCo

The Lead SENDCo will

- work with the Head of Federation and SEND Link Governor to determine the strategic development of the SEND policy and provision
- provide professional guidance to the SEND Team and other colleagues
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- work with the Head of Federation to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- with the Head of Federation and/or other school leaders, identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for the continuous professional development of staff
- with the Head of Federation and/or other school leaders, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- prepare and review information for inclusion in the SEND Information Report and any updates to this policy
- with the Head of Federation and/or other school leaders, identify any patterns in the identification of SEND, both within the schools and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.3 Governing board

The Sphere Federation Governing Board will:

- ensure that the federation has an up-to-date SEND Policy
- challenge school leaders around appropriate provision, including necessary and reasonable adaptations to best meet the needs of all children
- will visit the schools to understand and monitor the support given to children with SEND

5.4 Governing board inclusion team

The Inclusion Team of the Governing Board act as the SEND Link. The Inclusion Team will:

- work with school leaders to monitor and determine the strategic development of the SEND policy and provision across Sphere Federation
- meet with the SENDCo and raise awareness of SEND issues at Governing Board meetings
- ensure school leaders (and in particular the SENDCo) monitor the quality and effectiveness of SEND provision within each school and update the Governing Board on this

5.5 Head of federation

The Head of Federation will work with the Sphere Federation Lead SENDCo and SEND Link Governor to develop the SEND policy and provision within the schools. The Head of Federation has overall responsibility for the provision and progress of learners with SEND. The Head of Federation will:

- work with the Lead SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision
- work with the Lead SENDCo to make sure the schools meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils
- make sure that members of the SEND Team have enough time to carry out their duties
- have an overview of the needs of the current cohort of pupils on the SEND register
- working with the SEND Team, advise the local authority when a pupil needs an Education, Health and Care (EHC) needs assessment, or when an EHC Plan needs an early review
- with the SEND Team, monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for continuous professional development
- with the SEND Team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- with the SEND Team and teaching staff, identify any patterns in the schools' identification of SEN, both within each school and in comparison with national data, and use these to review the quality of teaching

5.6 Teachers

Class teachers are responsible for the progress and development of every pupil in their class and will work with the SEND Team and Teaching Assistants to ensure the processes set out in this policy (including the 'assess, plan, do, review' cycle) are appropriately implemented to support any pupil with SEND. Each teacher is responsible for:

- planning and providing high quality teaching that is appropriately adapted to meet pupil needs through a graduated approach
- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- working with the SEND Team to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy
- communicating with parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve the set outcomes; identify the responsibilities of the parent, the pupil and the school; listen to the parents' concerns and agree their aspirations for the pupil

5.7 Parents and carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. This should be raised with the class teacher in the first instance, followed by a member of the SEND Team or Head of School.

Parents/carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to regular meetings to review the provision that is in place for their child
- asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- given an annual report on the pupil's attainment and progress

We will take into account the views of the parent/carer in any decisions made about the pupil.

5.8 Pupils

Where appropriate and useful, pupils will be given the opportunity to provide information and express their views about their needs and the support provided. Again, where appropriate and useful, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings
- giving feedback on the effectiveness of interventions

The pupil's views will be taken into account.

6. Our approach to SEND support

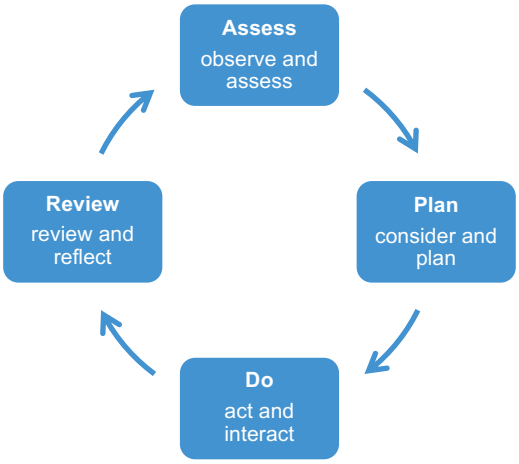
The following is a basic guide to how we identify if a pupil has special educational needs or disabilities and how we aim to meet the needs in school through reasonable adaptations and additional provision.

6.1 Graduated approach

The graduated approach refers to the system of SEND support within mainstream schools. It allows parents and school to get a better understanding of the child's needs and what support they need to make progress. It is a way of meeting needs through effective implementation of support before moving a pupil onto higher levels of support.

A graduated approach allows decisions and actions to be reviewed, and refined, as the understanding of the pupil's needs and what supports them in making good progress and securing good outcomes grows.

The system should follow four stages, often referred to as a 'cycle':



Assess: The class teacher, working with support from the SEND Team, carries out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.
Plan: Where it is decided to provide a pupil with support, we notify parents. Teachers and support staff who work with a pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.
Do: The planned provision is then be put into place. The teacher works closely with support staff and the SEND Team supports the teacher.
Review: Reviews check how well the support is working and its impact on the child's progress. Based on reviews, the support plan is changed as needed.

6.2 Initial concerns

The decision to record initial concerns may be based on many considerations, including:

- Is the pupil's progress considerably slower than peers starting at same baseline?
- Does the pupil's rate of progress appear to be declining?
- Is the pupil's attainment gap widening?
- Is the pupil's attainment considerably below national expectations?
- Does the pupil have a need which appears to be impacting on their learning?
- Does the pupil have persistent emotional or behavioural difficulties?
- Does the pupil have significant, ongoing sensory or physical difficulties?
- Are concerns identified by a parent/carer or in reports from other agencies or a previous school?

(This is not an exhaustive list.)

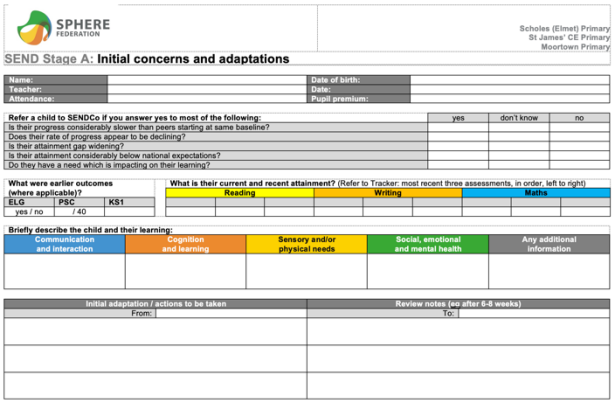
After consideration of such points, we may take action to address a need in line with processes set out below.

6.3a Initial adaptations (Stage A)

Any teacher or teaching assistant can record an initial concern about a pupil. If a member of staff decides to raise a concern, they typically do so using the form *SEND Stage A: Initial concerns and adaptations*

The form is a prompt for teachers and support staff to consider:

- the broad areas of SEND need
- their current practice
- additional adaptations


SPHERE FEDERATION

Scholes (Elmet) Primary
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SEND Stage A: **Initial concerns and adaptations**

Name:		Date of birth:	
Teacher:		Date:	
Attendance:		Pupil premium:	

Refer a child to SENDCo if you answer yes to most of the following:	yes	don't know	no
Is their progress considerably slower than peers starting at same baseline?			
Does their rate of progress appear to be declining?			
Is their attainment gap widening?			
Is their attainment considerably below national expectations?			
Do they have a need which is impacting on their learning?			

What were earlier outcomes (where applicable)?		
ELG	PSC	KS1
yes / no	/ 40	

What is their current and recent attainment? (Refer to Tracker: most recent three assessments, in order, left to right)								
Reading			Writing			Maths		

Briefly describe the child and their learning:

Communication and interaction	Cognition and learning	Sensory and/or physical needs	Social, emotional and mental health	Any additional information

Initial adaptation / actions to be taken	Review notes (no after 6-8 weeks)
From:	To:

Special educational needs or disability needs should be met as much as possible through quality first teaching: reasonable and appropriate adjustments in the classroom, good practice and best endeavours. It is for this reason that the majority of pupils will not progress to Stage B (being recorded as having SEND).

The Stage A form acts as a basis for initial and subsequent discussions with a member of the SEND team. If we do conclude that quality first teaching and adaptations are not working and/or if we identify a particular need, we move forward in the process eg by looking to provide further support and/or adaptations; conducting specific assessments; putting in place interventions; consulting with an outside agency.

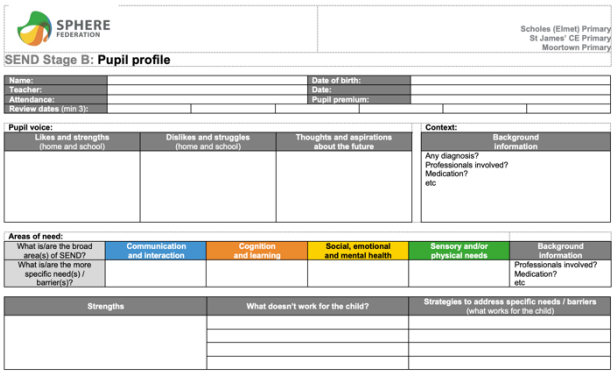
The form also enables us to keep a record of concerns and provisions. (This may be needed for future Education, Health and Care Plan (EHCP) applications.)

Key process:

1. Teacher completes the form
2. Teacher submits form to member of SEND Team; review date is agreed
3. Teacher puts in place initial adaptations (as noted on form)
4. Teacher and SEND Team member review and agree further actions:
   - this includes extending review period
   - for most children, this will include continued adaptations with no escalation to Stage B

6.3b Pupil profile (Stage B)

The Stage A form acts as a basis for initial and subsequent discussions with a member of the SEND team. If a pupil's needs are not met solely through quality first teaching (reasonable and appropriate adjustments in the classroom, good practice and best endeavours), we use the form *SEND Stage B: Pupil profile*.


SPHERE FEDERATION

Scholes (Elmet) Primary
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Moortown Primary

SEND Stage B: **Pupil profile**

Name:		Date of birth:	
Teacher:		Date:	
Attendance:		Pupil premium:	
Review dates (min 3):			

Pupil voice:

Likes and strengths (home and school)	Dislikes and struggles (home and school)	Thoughts and aspirations about the future

Context:

Background information
Any diagnosis? Professionals involved? Medication? etc

Areas of need:

What is/are the broad area(s) of SEND?	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	Background information
What is/are the more specific need(s) / barrier(s)?					Professionals involved? Medication? etc

Strengths	What doesn't work for the child?	Strategies to address specific needs / barriers (what works for the child)

The form is the record of a pupil having SEND. The form is an overview for teachers and support staff of a pupil – a 'profile'. A core aim of the form is to record strategies to address a pupil's specific needs and/or barriers to learning. Many of the strategies may continue to be part of quality first teaching, but typically with additional and specific strategies for the pupil.

Key process:

1. Teacher and SEND Team member review Stage A and agree to enhance provision to meet pupil's needs
2. Together, they complete Stage B form, including a series of review points
3. Teacher updates across the year, dating each update clearly

   At any stage (ie before/during/after completion), teacher communicates the Pupil Profile with parents / carers, and ensures they are informed and consulted at review points and whenever there are significant developments or changes.

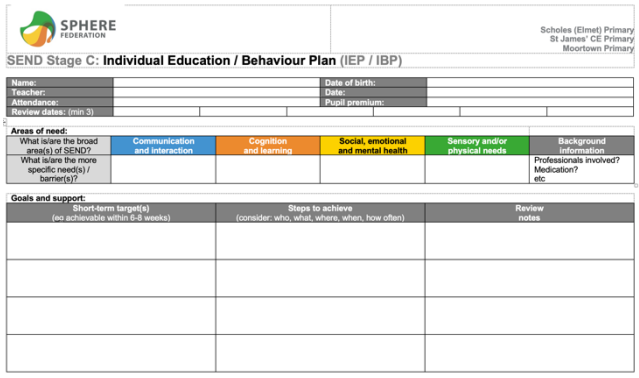
(Where a pupil's behaviour requires careful management, we may decide to use alternative documents: a Behaviour Individual Pupil Risk Assessment (BIPRA) and/or a Positive Behaviour Support Plan (PBSP). Similarly, where a pupil's medical condition or disability requires careful management, we may decide to use alternative documents: a Medical Individual Pupil Risk Assessment (MIPRA) and/or a Health Care Plan.)

6.3c Individual Education/Behaviour Plan (Stage C)

Typically following several review points, we might decide that specific, small steps are needed to enable the pupil to make progress. The Stage C form is a record of these short-term, specific targets and the provision we will put in place to try to meet these.

The short-term targets should be as SMART as possible:

- **S**pecific: well-defined, clear and unambiguous; states exactly what we want the pupil to accomplish
- **M**easurable: enables an assessment of progress / achievement, so that we know if the pupil has met the target
- **A**ttainable: can be done within the time-frame and available support, so the pupil is able to accomplish
- **R**elevant: small steps which lead to useful, bigger learning goals for the pupil
- **T**ime-bound: have a clear deadline, so we can review and take further action to support the pupil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Moortown Primary

SEND Stage C: **Individual Education / Behaviour Plan** (IEP / IBP)

Name:		Date of birth:	
Teacher:		Date:	
Attendance:		Pupil premium:	
Review dates: (min 3)			

Areas of need:

What is/are the broad area(s) of SEND?	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	Background information
What is/are the more specific need(s) / barrier(s)?					Professionals involved? Medication? etc

Goals and support:

Short-term target(s) (eg achievable within 6-8 weeks)	Steps to achieve (consider: who, what, where, when, how often)	Review notes

Examples of short-term targets are:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
Use pictures to help follow a single instruction on 4 out of 5 occasions.	Identify the initial sounds for 4 out of 5 words read on 5 separate occasions.	Be able to select an appropriate, known strategy when feeling angry to help feel better on 4 out of 5 occasions.	Demonstrate a good posture when sitting at desk for 80% of the week over a period of 3 weeks.

(Where a pupil's behaviour requires careful management, we may decide to use alternative documents: a Behaviour Individual Pupil Risk Assessment (BIPRA) and/or a Positive Behaviour Support Plan (PBSP). Similarly, where a pupil's medical condition or disability requires careful management, we may decide to use alternative documents: a Medical Individual Pupil Risk Assessment (MIPRA) and/or a Health Care Plan.)

Key process:

Teacher and/or SEND Team member:

1. sets out SMART short-term targets for the pupil
2. plans additional provision to achieve these small steps
3. sets out review points

At any stage (ie before/during/after completion), teacher communicates the Individual Plan with parents / carers, and ensures they are informed and consulted at review points and whenever there are significant developments or changes.

6.3d Education, health and care plan (EHCP – A further stage)

An Education, Health and Care Plan (EHCP) is a legally binding document that identifies a child or young person's special educational, health, and social care needs and outlines the additional support required to meet those needs. The EHCP is for individuals aged 0 to 25 who have high support needs or a disability that means they need more help in education than their setting can usually provide.

If, despite support being provided, a child is not making expected progress, and requires more support than the notional SEND budgets within the school, then an EHCP may be required.

The school and parents or young person are able to make the request for an EHC needs assessment. More information is available on the Leeds Education, health and care needs assessments and plans website.

This stage is assessed externally by Leeds City Council.

6.4 Assessment

Assessment happens at each of the stages outlined above. We assess by:

- analysing assessment data no less than termly to identify children who are not meeting age-related expectations
- use of specific assessments tools which set out small steps: Developmental Journal (Early Years); Stages not Ages (Key Stages 1 and 2)
- teachers continually monitoring children in their learning through observations, discussions, marking and written feedback
- providing all adults, including parents/carers, with the opportunity to discuss learning and progress

Teachers submit summative assessments every term. We record these alongside other assessments on the whole-school tracking system, meaning we can closely monitor small steps of progress.

6.5 SEND register

All pupils with a *Stage B: Pupil Profile* (and possibly *Stage C: Individual Plan* and those with an EHCP) feature on our SEND Register. This is a working document that sets out actions and provision for children with SEND. It is reviewed often, and is subject to change to reflect actions and provision.

When a pupil is added to the register, it is important to understand why: what the specific area(s) of need are. The *Stage A: Initial Concerns and Adaptations* and subsequent reviews and stages support this.

If a pupil meets their targets and makes accelerated progress, their SEND status is reviewed. If, through consultation with parents and the pupil, it is felt that progress will be maintained without the need for additional support then the pupil will exit the register.

If a child is added or removed from the SEND Register, we inform parents / carers.

6.6 Reasonable adjustments

Sphere Federation schools will make reasonable adjustments for pupils with SEND so that they are not at a substantial disadvantage compared with their peers.

The decision on whether an adjustment is reasonable considers several factors:

- effectiveness: how well the adjustment removes the substantial disadvantage for the individual pupil
- practicality: whether the adjustment is feasible to implement
- cost: the financial impact of making the change
- resources: the size and resources of the organisation, including the availability of financial or other assistance
- considerations around proportionality and the impact the adjustments are likely to have on other pupils

Reasonable and appropriate adjustments can benefit all pupils including those with SEND. For example:

practice:	**progression:**	**participation:**
opportunities for repeated practice helps to ensure that new learning is secure	small steps of progression help to ensure that all pupils make progress with secure understanding and ability to use and apply knowledge	full participation in lessons through everybody chanting and targeted questioning leads to engagement and a sense of pace

Examples of reasonable adjustments are:

- incorporating additional practice, for example, repeating a Reading Fluency lesson
- in a Maths lesson, using more practical equipment to help with counting and understanding concepts
- to support a child with a visual impairment in a PE lesson, using a ball with a bell/rattle inside
- to support children with specific learning difficulties, using technology, even as simple as using coloured backgrounds on screens

Examples of adjustments which would likely to be considered unreasonable are:

- Expecting a school to provide 1:1 adult support for all pupils with SEND – for a small number of children with SEND, 1:1 adult support might be needed, but for most pupils, this would be considered unreasonable on the grounds of cost and proportionality, and we might also factor in the importance of being independent learners.

- Removing a pupil from a lesson in Relationships and Sex Education lesson on the grounds that the pupil would struggle to understand – all pupils have an entitlement to a learn within a broad and balanced curriculum, and so we would adapt the learning to meet the child's needs; this is especially important in this area for safeguarding reasons.

6.7 SEND information report

We publish an information report on each Sphere Federation school website. The report sets out how this policy is implemented in the school. It is updated annually and as soon as possible after any changes to the information it contains.

6.8 Attendance

We do recognise that pupils with SEND may face complex barriers to attendance and may need additional support. However, pupils with SEND have the same right to an education as any other pupil and therefore our attendance ambition for these pupils is the same as it is for any other pupil.

6.9 Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. Staff, and in particular the Safeguarding Team in each school, are aware of possible increased vulnerabilities of pupils with SEND. Relating to 6.6 Attendance, we also recognise that low attendance may mean safeguarding for a child is higher.

6.10 Transitions

Change can be difficult for all children to manage but can be a particular challenge for those with SEND.

Before joining school, we invite parents/carers to look around and to raise any initial concerns about their child's development with leaders at this time.

Before joining Reception, we visit the family home and have a phone conversation with the nursery setting so we get to know each individual child. For those children with a specific need and where useful, we would also visit the nursery setting.

We invite all Reception-aged children to visit school with their parents/carers in the Summer term before they start their regular sessions in September. For those children with a specific need and who would benefit from it, a transition booklet containing photographs of key staff, the classroom layout, toilets, playground and other important areas in the school might be shared. This enables parents to familiarise their child with the setting and remove some of the potential anxiety they may have.

As children move through the school, transition books and, depending on the child, extra visits to a new class and/or discussions with parents can ensure that changes are managed sensitively and effectively. We make decisions to support each individual child's needs. Teachers share information to support each child's transition.

When children move on to secondary school, assessment results are shared along with any SEND paperwork. Discussions between the receiving school's pastoral team/SEND team and the child's class teacher are typical for those children with SEND needs. Additional visits to new schools are often arranged.

If children move to another school during their primary years, all assessment results and other information including that regarding SEND is sent on to their new school.

6.11 Staff development

Training is regularly provided to teaching and support staff. School leaders closely monitor to identify any staff who have specific training needs and incorporate this into plans for continuous professional development. When doing so, we take into consideration the specific needs of individuals and groups of pupils with SEND.

6.12 Working with external professional agencies

We may seek support from other agencies. This would be when we need specific or substantially greater help such as advice from Speech and Language Therapists, Educational Psychologists, the School Nurse, Inclusion Advisory Team or NEPAIP (North East Primary Area Inclusion Partnership). Each Sphere Federation school works with an extended services cluster which may also be able to provide some support, such as Family Outreach Workers, Counselling and Therapeutic Services.

7. Local offer

See school website information report.

8. Admissions and accessibility

See school website information report.

9. Promoting positive attitudes

See school website information report.

10. Comments, concerns and complaints

Our aim is to work together for the best outcomes for your child. If you have concerns about the SEND provision in a Sphere Federation school, you should first raise these concerns informally with the class teacher or a member of the SEND Team.

Concerns or complaints should be made to the Head of School following the Comments, Concerns and Complaints Policy. Contact us for a copy of this or find it on our school website: (Find Out page > Policies and other points > Complaints).

To see a full explanation of suitable avenues for complaints, see *Resolving Disagreements* in the SEND code of practice: 0 to 25 years: Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25

Concerns or complaints in relation to an Education, Health and Care (EHC) needs assessment or an EHC plan should be emailed to sensap@leeds.gov.uk or raised by phone on 0113 378 5256.

In addition to the formal support processes set out above, parents and carers can seek advice and support from Leeds SEND Information Advice Support Service. Parents and carers can call the Helpline on 0113 378 5020 or send an email to sendiass@leeds.gov.uk

11. Related policies and docs

This policy links to various other policies and content, including:

- Attendance Policy
- Policy for Comments, Concerns and Complaints
- Equality Policy, Equality Targets and Accessibility Plan
- Positive Relationships Policy
- Leeds SEND Local Offer
- SEND Information Report
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection Policy

Abbreviations

ACEs	Adverse Childhood Experiences
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ASC / ASD	Autistic Spectrum Condition / Autistic Spectrum Disorder
APD	Auditory Processing Disorder
CAMHS	Childhood and Adolescent Mental Health Services
CDC	Child Development Centre
CIN	Child in Need
CLA	Child Looked After (formerly referred to as LAC)
CoP	Code of Practice
CP	Child Protection
CYP	Children and Young People
DfE	Department for Education
EAL	English as an Additional Language
EHCA	Education, Health and Care Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPT	Educational Psychologist Team
HI	Hearing Impairment
IAT	Inclusion Advisory Team
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LA	Local Authority
LCC	Leeds City Council (our local authority)
MLD	Moderate Learning Difficulties
ODA	Obsessive Demand Avoidance (now more commonly referred to as PDA)
OT	Occupational Therapist
PDA	Pathological Demand Avoidance (may be referred to as ODD)
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy / Therapist
SEMH	Social, Emotional and Mental Health
SEN	Special Education Needs
SEND	Special Education Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Services
SENCo	Special Education Needs Coordinator
SENDCo	Special Education Needs and Disabilities Coordinator
SENIT	Special Educational Needs and Inclusion Team (now part of Inclusion Advisory Team)
SENSAP	Special Educational Needs Statutory Assessment and Provision (team)
SI	Sensory Impairment
SL	Speech and Language
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapy / Therapist
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulties
STARS	Specialist Training in Autism and Raising Standards (a Leeds-based service, (now part of Inclusion Advisory Team)
VI	Visual / Vision Impairment
YP	Young Person

SPHERE FEDERATION

Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Appendix: Policy on the use of supporting resources (eg fidget objects)

Date: reviewed regularly; see date in document label for most recent update

Introduction

We're committed to creating an inclusive learning environment where children can access learning successfully. We recognise that some pupils may benefit from the use of a supporting resource such as a fidget object or ear defenders as part of a wider strategy to support learning or sensory regulation.

This policy outlines the appropriate use of fidget objects within school to ensure they support learning rather than distract the user or others. While the policy refers to fidget objects, the same or similar principles apply to ear defenders. For example, a pupil may only use ear defenders following prior agreement with their class teacher or the SENDCo, and the decision is based on evidence that the item supports the child's learning, attention or regulation.

Decisions regarding the use of any supporting resource will always be based on individual need.

What is a fidget object?

A fidget object is a small object designed to provide sensory input through repetitive movement or touch. When used appropriately, fidget objects can help some children to:

- improve concentration and attention
- support self-regulation
- reduce feelings of anxiety or restlessness
- meet sensory processing needs
- maintain engagement during learning activities

A fidget object is intended to be manipulated quietly without requiring the child's visual attention.

The use of a fidget object is not a reward, a toy for playtimes, or an entitlement for all pupils.

When fidget objects may be used

A fidget object may be appropriate when it helps a pupil to:

- remain focused during teacher input
- regulate emotions or sensory needs
- participate more successfully in learning
- reduce movement that may otherwise interfere with learning

The need for a fidget object may be temporary or long-term and should be reviewed regularly

Where fidget objects may be used

Approved fidget objects may be used:

- during lessons where agreed
- during assemblies if appropriate
- during intervention sessions where beneficial
- in other situations agreed by school staff

Fidget objects should not normally be used during any activity where they could interfere with learning or safety. This includes:

- PE lessons, including swimming
- practical lessons where they may present a safety risk
- lunchtimes and playtimes unless specifically agreed

A discussion takes place between the teacher and child so that the child is aware of where and when it will be appropriate to use their object. If appropriate this will be recorded within Stage B paperwork.

Staff may ask a pupil to put away a fidget object if it is unsafe or no longer supporting learning.

Arrangements for use

The effectiveness of a supporting resource such as a fidget object or ear defenders is monitored regularly. If the resource is found to distract the pupil or others, or no longer provides benefit, its use will be reviewed and alternative strategies considered.

The following principles apply to the use of fidget objects. (They also apply to ear defenders and other supporting resources.)

- a pupil may only use a fidget object following prior agreement with their class teacher or the SENDCo
- the decision is based on evidence that the item supports the child's learning, attention or regulation
- school provides a suitable fidget item from its list of approved resources
- personal fidget objects brought from home will not normally be used in school; parents should not send fidget toys into school unless this has been agreed

Approved fidget Items

Sphere Federation maintains a list of approved fidget items which are suitable for classroom use. Approved items are selected because they are:

- quiet (unlikely to distract other pupils)
- small and discreet (able to be used without visual attention)
- durable and safe

Worry stones	Fidget rings	Marble mesh

The SENDCo is responsible for maintaining the approved list and ensuring resources remain suitable for classroom use.

Expectations for pupils

Pupils using a fidget object are expected to:

- use it only for its agreed purpose
- keep it in their hands or another agreed location
- continue active looking and listening to the teacher or teaching assistant
- stop using it immediately if requested by an adult
- return it to its agreed storage place after use
- treat the item with care

Misuse of a fidget object may result in it being removed temporarily or permanently.

Responsibilities

Class teachers will:

- identify pupils who may benefit from a fidget object
- monitor whether it is improving learning and engagement
- review its effectiveness
- ensure its use does not distract others

The SENDCo will:

- advise staff on appropriate use
- maintain the school's approved list of fidget items
- support staff in selecting suitable resources
- review provision as part of wider SEND support where appropriate

Parents and carers are expected to:

- discuss any concerns with the class teacher or SENDCo
- not send fidget objects from home unless specifically requested
- support the school's agreed approach to their child's provision