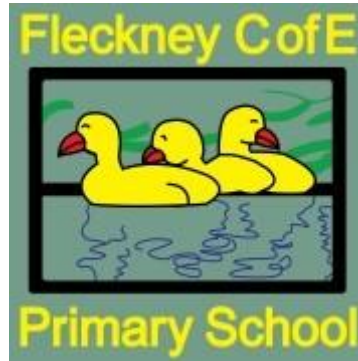


# **Fleckney C of E Primary School**

## **SEND Policy**



**‘Let your light shine’  
Matthew 5:16**

**Be the best that you can be !**

### **Our Vision**

**Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.**

**Date of Policy: October 2025  
(to be ratified Dec 2025 FGB)**

**Drafted by: J Goode**

**Approved by: Full Governing Body**

**Date of Review: Annually**

## Contact details:

**SENDCo:** Mrs Jennifer Goode (National Award - Postgraduate Certificate in Special Educational Needs Coordination)

Telephone: 0116 2402288

Email: [fleckneyprimary@fleckney.leics.sch.uk](mailto:fleckneyprimary@fleckney.leics.sch.uk)

Please see our SEND Information Report which should be read in conjunction with this policy: [SEND-Information-Report-2025-2026.373377447.pptx](#)

## COMPLIANCE OVERVIEW

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document October 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Section 1

### BELIEFS

At Fleckney C of E Primary School, we believe that every child matters and that every teacher is a teacher of every pupil including those with SEND.

Inclusion is part of our ethos and in everything we do.

At Fleckney C of E Primary School, we have a holistic approach to policy making – our Behaviour, Safeguarding and Intimate Care policies all work seamlessly with our SEND Policy.

## Section 2

## AIM

At Fleckney C of E Primary School, we want to raise the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people and not just hours of provision/support. We believe these outcomes should be based on the child's individual needs and developed in conjunction with the parents/carers and the child.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

## OBJECTIVES

1. To provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice (2014).
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Coordinator (SENDCo) who will work with the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

## Section 3

### IDENTIFYING SPECIAL EDUCATIONAL NEEDS

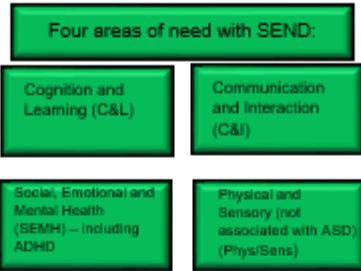
At Fleckney C of E Primary, we have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

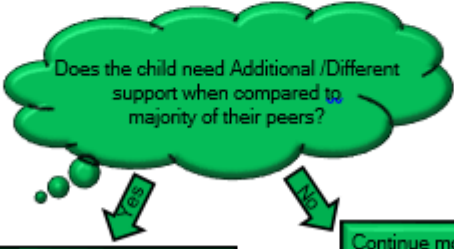
*“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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-16s institutions.”*

# The SEND Process at Fleckney C of E Primary



- ↓ Concerns raised by Staff or Parents/Carers
- ↓ Complete **Initial Concerns form** with Parents/Carers
- ↓ Possible Dyslexia screening using **Literacy Gold**
- ↓ Add to SEND History document (to be finalised Autumn 2025)
- ↓ Monitor progress in consultation with Parents/Carers



- ↓ Place on SEND List in consultation with Parents/Carers and SENDCo
- ↓ Create **ESP** with SMART targets
- ↓ Review ESP Targets - October, February and June

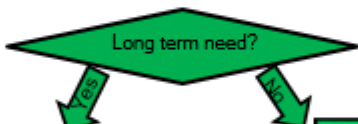
Continue monitoring



- ↓ Discuss with SENDCo
- ↓ Outside agency involvement e.g. Specialist Teacher, Educational Psychologist, Speech and Language, Occupational Therapist
- ↓ Implement advice (through ESP SMART Targets)

Continue monitoring

Continue monitoring



- ↓ Discuss with SENDCo
- ↓ Gather evidence from reports, Parent/Carer views, voice of child, assessment/attainment, **Boxall/SDQ**
- ↓ Referral for EHC Needs Assessment
- ↓ Potential EHCP issued. Reviewed Annually until Age 25

Continue monitoring

Continue monitoring

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

There are two categories of support **SEND Support** and **EHCP**.

Once identified, the class teacher will complete an Initial concerns form during a meeting with the parents/carers to ensure a transparent way of working. Together, they will agree a plan of action with SMART targets that will support the child. These targets will be reviewed, with regards to the child's progress, and either continued or another target set. The targets will form a Pupil Centred document: 'Educational Support Plan' (ESP).

Should more long-term evidence be needed (i.e. to apply SEN Intervention funding [short term] or EHCP [Education, Health and Care Plan] Assessment), the SENDCo, in conjunction with parents/carers and the child, will gather the evidence of the support the child is already receiving and the support they would need to make progress in their area of need. This evidence will be reviewed throughout the year as part of an Assess, Plan, Do, Review cycle and, should the need arise, it will be used as part of a referral process to request further funding for the child.

It is the role of the SENDCo to coordinate and monitor the support given to ensure its effectiveness and value for money. Further details on the role of the SENDCo, transition and referrals to external agencies can be found in the school's Local Offer and SEND Information Report. [Fleckney Church of England Primary School - About Us](#)

### **Section 5**

#### **CRITERIA FOR EXITING THE SEND REGISTER**

If a child has made consistent progress in line with or better than that of their peers, then the class teacher will consider removing that child from the SEND Register (a securely stored list with the details of each child and their needs). This will be done with consultation of the SENDCo and the parents/carers.

### **Section 6**

#### **SUPPORTING PUPILS AND FAMILIES**

It is now a statutory requirement to provide and publish an **SEND Information Report**: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

More details of support can be found in the Local Authority's Local Offer: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

On the website [Fleckney Church of England Primary School - About Us](#) where you will also find the school's policy for Managing Medical Conditions.

## **Section 7**

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

At Fleckney C of E Primary School, we recognise 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.

## **Section 8**

### **MONITORING AND EVALUATION OF SEND**

It is our practice to regularly and carefully monitor and evaluate the quality of provision we offer all pupils. It is the role of the class teacher to monitor effectiveness and progress made by pupils receiving intervention and the SENDCo to have an overarching view of the impact of provision on all pupils with SEND.

The Governor for SEND regularly meets with the SENDCo for updates and to ensure that they are aware of the changes in SEND and the provision that we provide.

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **Section 9**

### **TRAINING AND RESOURCES**

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 encouraged to undertake training and development.

All teachers and support staff undertake induction 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 the Forest Way Teaching School Alliance's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **Section 10**

## **STORING AND MANAGING INFORMATION**

Details to be found in the school's Data Protection policy.

### **Section 11**

## **REVIEWING THE POLICY**

This policy will be reviewed annually in the Autumn Term to ensure it is updated with any changes.

### **Section 12**

## **DEALING WITH COMPLAINTS**

See the complaints policy detailed the school's SEND Information Report.

### **Section 13**

## **BULLYING**

Details to be found in the school's Anti-Bullying Policy.