

Lightcliffe C of E Primary School Policies & Procedures

SEND Information Report/Local Offer 2026

Approved on	1 st February 2026
Approved by	Local Governing Board

Last reviewed on	1 st February 2024
Next review due	1st February 2028

Dear parents and carers,

The aim of this Information Report is to explain how we implement our Special Educational Needs and Disability (SEND) policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website [Lightcliffe C of E Primary School](#)

Note: If there are any terms we've used in this Information Report that you're unsure of, you can look them up in the Glossary at the end of the report (Understanding the Jargon).

The following details our SEND Information Report/Local Offer at:

LIGHTCLIFFE C of E PRIMARY SCHOOL
and

Lightcliffe C of E Primary School Special Educational Needs and Disabilities (SEND) Information Report as required in Schedule 1 of Regulation 51 and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer [Calderdale's Community Information Directory | Calderdale SEND Local Offer](#) which details the provision available in all Calderdale schools and academies.

School name

Lightcliffe C of E Primary School

Co-Headteachers

Mrs Kate Dunkley and Mrs Adelle Hustler

Responsible for:

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND
- Applying the guidance for pupils with medical conditions

Special Educational Needs Co-ordinator (SENCO)

Mrs Monique McDonald

Mrs McDonald has over 18 years experience working as a SENCO. She is a qualified teacher with significant experience in special educational needs and interventions. Mrs McDonald additionally holds a Postgraduate Diploma in SEN and an Advanced TEFL/TESOL certificate. She has completed the Dingley's Promise Inclusion Practice course and is a trainer for the Autism Education Trust. She is an accredited trainer and co-ordinator for the Catch-Up Literacy intervention programme. She works two days a week to manage the SEND provision.

In her spare time, she is a qualified Lay Pastoral Minister for a parish within the Diocese of Leeds.

Responsible for:

- Co-ordinating provision for children with SEND and developing the school's SEND/Inclusion policies
- Applying the school's SEND policy

SEN Administration Assistant

Mrs Adele Hemingway

Mrs Hemingway has over 12 years of experience working alongside the SENCO on SEN systems and practices within Lightcliffe C of E Primary School. She has a vast amount of knowledge and experience around SEND administration and procedures. She is a qualified LSA and has delivered numerous interventions to children with SEND over her years in school including monitoring and tracking progress. She is the first person parents speak with when they share concerns often about their child with SEND.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Responsible for:

- Teaching children with SEND in their class
- Monitoring children's needs and planning for any extra support required
- Meeting with the SENCO to monitor children's progress

Teaching Assistants (TAs)

We have an experienced team of TAs, including higher-level teaching assistants (HLTAs), who are trained to deliver SEND provision. Some of our TAs have received further training to deliver specific interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- GPs and Paediatricians
- School Nursing Team (LOCALA)
- Child and Adolescent Mental Health Services (CAMHS) / Open Minds
- Social Services and other LA-provided support services
- Calderdale SEND and Inclusion Service including Early Years and Portage, Autism Team, Visual Impairment Team, Hearing Impairment team, Multi-Sensory Impairment Team, Cognition and Learning Team, SEN Team, Moving and Handling Team, Medical Needs Team
- Family Support
- Mental Health Support

Governor with responsibility for SEND

Miss Laurette Tahmassian-Zarneh

Responsible for:

- Supporting school to evaluate and develop the quality and impact of provision for students with SEND across the school
- Ensuring the SEND policy is in place and is appropriate
- Meeting with the SENCO to monitor the progress of children with SEND

Contact details address:	Wakefield Road Lightcliffe HX3 8SH
Email (admin): Telephone:	admin@lightcliffeprimary.co.uk (01422) 202235
Email (SENCO): Telephone:	mmcdonald@lightcliffeprimary.co.uk (01422) 202235
Age Range:	4 -11
Funding:	Academy
Links to other policies:	<ul style="list-style-type: none"> • Special Education Needs, Disability and Inclusion Policy • Equality Objectives 2022-2026 • Intimate Care Policy • Medical Needs policy

This document was compiled in consultation with staff, governors, parents and pupils.

Lightcliffe C of E Primary School is an inclusive school rooted in God's guidance which values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for each pupil.

Our school vision is 'Inspiring and flourishing together'.

We have a school ethos of inclusion and equality and recognise that many pupils will have additional needs at some time during their school life and every pupil will be helped to overcome their challenges, make the best possible progress in school and made to feel that they are a valued member of the wider school community. We provide access to a broad and balanced curriculum which is adapted to the needs of individual pupils and their different learning styles and interest. We provide high quality teaching with high expectations of pupil progress and learning opportunities.

Your views are important to us and we want to listen to them and know that you are satisfied with what happens in the school to support your child.

We hope you will find this information clear and easy to understand. If you would prefer to talk to one of our staff, please contact school and we will be happy to talk to you.

Celebrating our success

Here are some recent parents' comments about SEND provision in our school:

- It's invaluable to feel heard and to have the opportunity to talk through my concerns and worries with the SENCO and to understand what support is available in school and how it is delivered
- My child has received the best SEND support since he started in Reception
- My child has always been supported at school and is very settled at school - I have no improvement suggestions
- I cannot fault the care my child has received at school. Everybody works to accommodate her needs and nothing has ever been too much trouble
- There is nothing to add, SENCO at Lightcliffe School is very good. My child is very happy with her

- I think the extra support given to my child at this school is brilliant and I felt completely in the loop with her progress
- I can't thank all the KS1 teachers enough for the time and help they have given to my child and to us as parents
- Mrs McDonald is fantastic at what she does, I just wish she had more time in order to speed things up. Overall the Lightcliffe SENCO for us has been fantastic and a great source of help
- My child enjoys school and looks forward to going each day
- I feel I am fully supported by the school and my child's teachers. The school has been fantastic. Thank you
- The school have been fantastic with my child following her absence for illness, she has really developed over the year and LOVES school so a huge thank you
- We have seen significant progress in our child

An outline of our Christian ethos:

As a Church of England primary school our Christian ethos is particularly important to us. Christian values underpin our ethos and permeate through our policies, practices and relationships.

Lightcliffe Church of England Primary School is a flourishing community. Rooted in God's guidance, we inspire and are inspired. We value all, are kind to all and enable each other to succeed.

Lightcliffe's Christian Vision is rooted in Psalm 1:3:

*You are like a tree, planted by streams of water that replenish you.
You flourish as your fruit ripens over time and your leaves do not wither.
In all you do, you prosper.*

Our school vision can be summarised by the phrase: 'Inspiring and flourishing together.'

1. What types of SEND does our school provide for?

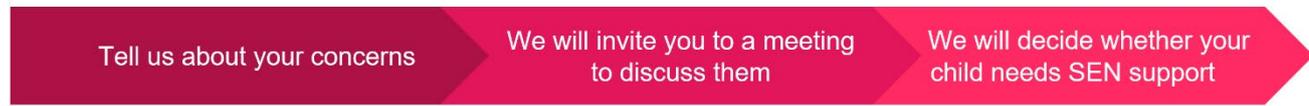
Our school provides for pupils with the following needs:

AREA OF NEED	EXAMPLES OF CONDITIONS
Communication and Interaction	Autism
	Speech and Language Difficulties, such as: <ul style="list-style-type: none"> • Developmental Language Disorder • Selective Mutism • Stammering • Delayed Speech
Cognition and learning	Specific Learning Difficulties (SpLD), including Dyslexia, Dyspraxia, Dyscalculia
	Moderate Learning Difficulties (MLD)
	Severe Learning Difficulties (SLD)
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
	Anxiety
	Emotional Well-being
Sensory and/or physical	Hearing Impairments (HI)
	Visual Impairment (VI)
	Multi-Sensory Impairment
	Physical Impairment
	Sensory Processing Disorder (SPD)
	Hypermobility Syndromes

2. What should I do if I think my child has SEND?

We are a flourishing community, rooted in God’s guidance. Our vision is ‘Inspiring and Flourishing together’. As such we want to see each member of our community succeed.

If you are worried about your child, please speak with your child’s class teacher in the first instance. Our whole school ethos of inclusion and equality means that we encourage early discussions with parents, the involvement of children from the earliest stages and the involvement of the SENCO.



<p>If you think your child might have SEND, the first person you should tell is your child’s teacher. You can use Class Dojo.</p> <p>You can also contact the SENCO directly, Mrs M McDonald, by email mmcdonald@lightcliffeprimary.co.uk to or call the school office.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>We may ask you to complete some paperwork which we will share with the school SENCO.</p> <p>We may also collect your child’s views at this stage in a child-friendly way.</p> <p>Together we will decide what outcomes to seek for your child and agree on the next steps.</p>	<p>If we decide that your child needs SEND support or Additional Support, we will formally notify you in writing and your child will be added to the school’s SEND or Additional Support register.</p> <p>A SEND Support Plan or One Page Profile may be written to support your child.</p>
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3. How will the school know if my child needs SEND Support?

We have an early identification of Additional Support and SEND needs through our Referral to SENCO route which involves observations of children, collaborative discussions and the use of screening tools such as SNAP.

All our class teachers are aware of SEND and are actively looking for pupils who are not making the expected level of progress in their school work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they find a gap, they may give the pupil extra support to try to fill it. The gap may come from a previous period of absence, for example. Pupils who don’t have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher may talk to the SENCO, and will contact you to capture your concerns on the Referral to SENCO form.

The SENCO may observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child’s teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They may also compare your child’s progress and development with their peers and available national data.

You may be invited to come into school to discuss your child and for the SENCO to gain a fuller understanding of your child's presentation at home.

The SENCO may speak to your child to get their input as well.

Based on all of this information, the SENCO will decide whether your child needs Additional or SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

Following a review of this plan, should concerns be raised, they may also, where appropriate, and with parental consent, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

4. How does Lightcliffe Primary School know how well my child is doing and how will they inform me of this?

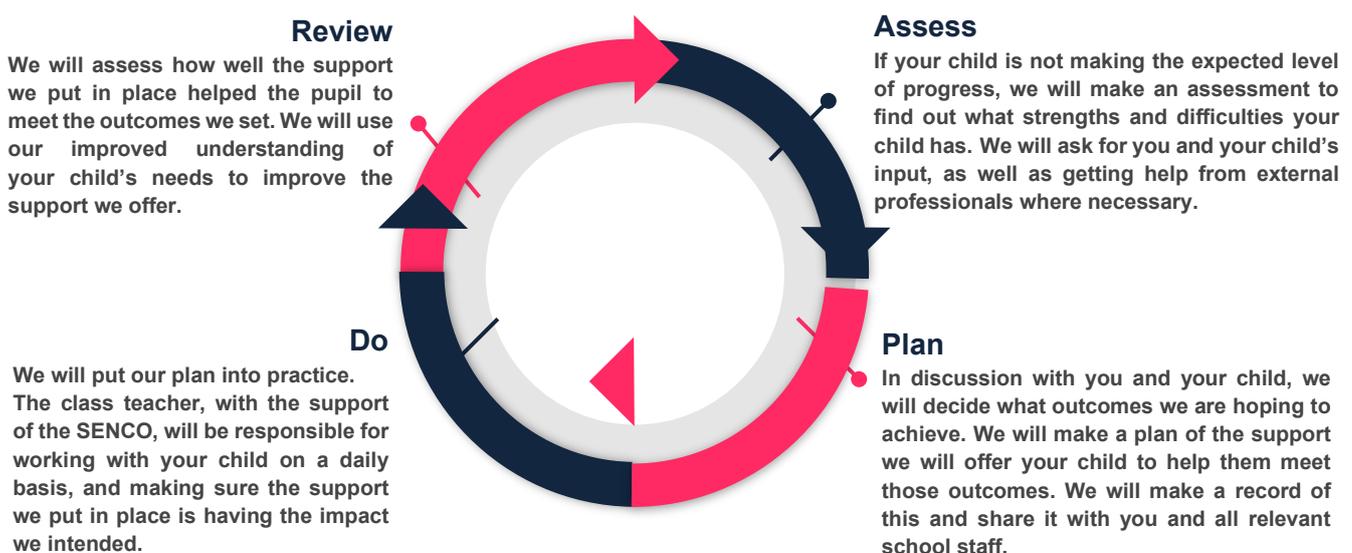
The class teachers monitor each child's progress and discuss it regularly with the SENCO and Senior Leaders.

Pupil progress meetings are held to discuss how every child is progressing and what is being done to help children achieve.

Regular feedback is provided to parents by class teachers via Class Dojo, review meetings and parent consultation meetings.

We will also follow the 'Graduated Approach' to meeting your child's SEND needs.

The Graduated Approach is a 4-part cycle of Assess, Plan, Do, Review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'Baseline Assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

5. How will I be involved in decisions made about my child's education?

If your child has SEND, we will invite you at least once a term to discuss the support we can provide. This is an opportunity for you to talk about your thoughts and ideas about what we could do in school to support your child. We will share with you your child's progress, clarify their needs and explain how we are supporting them. We will write up our agreed discussions onto a Support Plan and will make sure your child's voice is captured throughout this process. We will set targets for your child agreed with you and understood by your child.

Children who are on the SEND register, will receive a termly updated Support Plan through our termly review meeting cycle. This will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Detail the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

If you would like the SENCO to attend your child's review meeting to provide extra support, please contact her directly.

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what works best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After each review, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class Dojo.

If your child is receiving Additional Support (pre-SEND), we will share with you a One Page Profile at the end of the year and will meet with you at the regular parents' evening meetings

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice survey with the SENCO

We will always aim to capture your child's views in a child friendly way appropriate to their age and needs.

7. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We call this Quality First Teaching (QFT). We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils (including occasionally on a 1-to-1 basis) when high levels of SEND are identified and school has secured an EHC Plan which provides additional funding to do so
- Teaching assistants will support pupils in small groups when their identified needs are matched with this as an appropriate adaptation or intervention. This will be discussed with you
- We may also provide small group or 1:1 interventions for children receiving support (Additional or SEND support) led by staff who have experience and training in delivering interventions to support needs

See the table below for examples of adaptations and interventions

Area of need	Condition	Some of the ways in which we support these pupils
Communication and interaction	Autism	<ul style="list-style-type: none">• Social stories• Social use of language programme• Socially Speaking programme• Time to Talk intervention• Black Sheep Press programme• Visual Timetable• Numicon

	Speech and Language difficulties	<ul style="list-style-type: none"> • Speech and language therapy • Spirals • Chatterboxes • Language for Thinking Programme • Language Through Reading Programme
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> • Beat Dyslexia • Toe by Toe • New Phonic Blending Programme • Numicon apparatus • Power of Two - Intervention • Plus 1 - Intervention • Sloping boards • Coloured overlay • SNAP Assessment
	Moderate learning difficulties	<ul style="list-style-type: none"> • Catch Up Literacy Intervention • Numicon apparatus
	Severe learning difficulties	<ul style="list-style-type: none"> • Maths for Life • See and Learn Resource • We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with complex and multiple needs are not at a substantial disadvantage compared to their peers in accordance with the Equality Act 2010
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> • Quiet workstation • Attention tools • Sit-stand desk
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • Nurture groups • Think Good, Feel Good Programme • Social Stories • Interventions with Pastoral Lead
Sensory and or/physical	Hearing impairment	<ul style="list-style-type: none"> • Support from Calderdale Local Authority and SEND services • Adapted seating plan
	Visual Impairment	<ul style="list-style-type: none"> • Limiting classroom displays • Enlarged text • Support from Calderdale
	Multi-sensory impairment	<ul style="list-style-type: none"> • Any specific multi-specific requirements will be assessed individually and equipment and programmes will be provided to meet these needs with the help of Local Authority (LA) and Special Educational Needs and Disability (SEND) services
	Physical impairment	<ul style="list-style-type: none"> • Disabled toilet and showering facilities

		<ul style="list-style-type: none"> • Pencil/pen ergonomic grips • Alternative writing apparatus • Assistive technology adaptations • Move 'n' Sit cushions • Theraputty
	Sensory Processing Difficulties	<ul style="list-style-type: none"> • Ear defenders • Full sensory profile undertaken • Sensory circuits • Attention tools
	Hypermobility Syndromes	<ul style="list-style-type: none"> • Sloping boards • Pen grips • Theraputty • Ergonomic equipment

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an Annual Review (if they have an Education, Health and Care (EHC) Plan)
- Having a personal record of SEND provision
- Utilising school tracking system
- Providing spreadsheets of intervention group gains
- Writing impact of Intervention Forms
- Having a costed provision plan for children with an EHCP
- Pupil Voice questionnaires and input into meetings
- Gaining Parent Voice through questionnaires and involvement in meetings

9. How will the school resources be secured for my child?

Schools receive funding for all children including those with special educational needs. Schools also receive a Notional SEND Budget which provides further funding up to £6000 dependent on need. This budget is managed in school and allows us to be flexible in our interventions and support. Where children have complex needs and may require further support, schools working with parents, can apply for an EHC Needs Assessment which may lead to high needs top up funding being provided by the local authority (LA).

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
 - More teaching assistant hours
 - Further training for our staff
 - External specialist expertise
 - SEND Support Assistant to deliver specific intervention programmes tailored to meet your child's individual needs and address targets on the Support Plan
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- Input from any other services involved so that provision is mapped to needs and your child's targets are successfully and accurately reviewed

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

We encourage all pupils to take part in the full range of opportunities available. We:

- Encourage all pupils are to go on our school trips, including our residential trips to Robinwood (Year 5) and Whitby (Year 6)
- Have a number of after school activities which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements
- Consult with parents and carers prior to trips for advice and guidance
- Encourage all pupils to take part in sports day/school plays/special workshops
- Deploy extra staff for trips to meet stringent risk assessment requirements
- Having unique and personalised offers for children with SEND such as the Penthalon

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that all children can be included.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children who have an Educational Health Care Plan (EHCP) where Lightcliffe C of E Primary School is named on the plan will be allocated a place; this is a statutory entitlement which overrides the oversubscription criteria.

12. How does the school support pupils with disabilities?

We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with complex and multiple needs are not at a substantial disadvantage compared to their peers in accordance with the Equality Act 2010.

- Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency.
 - Intimate Care Policy is in place which is adhered to by all staff.
 - All staff sign and adhere to a 'Code of Conduct'.
 - Two disabled toilets one of which has a shower, ensures space and sensitivity for some aspects of personal care
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13. How accessible is the school environment?

Lightcliffe C of E Primary is fully compliant with Section 69 (2) of the Children and Families Act 2014, the SEN and Disability Code of Practice 0-25 years Section 6 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Lightcliffe C of E Primary recognises that every child is different; we have an inclusive ethos which reflects our commitment to the inclusion, safety and well-being of all our pupils.

Individual pupils' needs are assessed and adjustments are made to the curriculum, as far as reasonably practicable, the physical environment and pastoral requirements to ensure that all pupils are treated equally.

Schools are required under the Equality Act 2010 to have an accessibility plan.

Although our school is an old building, the environment is adapted to the needs of pupils as required. This includes:

- Ramp
- Disabled toilets and changing facilities
- Timetabled changes e.g. lunch time
- Disabled parking bays
- School office reception at wheelchair – accessible height
- Room changes are made where required for pupils with mobility issues
- Most of school is accessible to pupils with a visible or invisible disability and Lightcliffe C of E Primary School strives to ensure that pupils with a visible or invisible disability have minimal obstacles from participating in the school day
- Clear signage and posters on corridors and in classrooms

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
 - Pupils with SEND are also encouraged to be part of the numerous clubs school offers to promote teamwork/building friendships
 - We provide extra pastoral support for listening to the views of pupils with SEND by the Pastoral Care Leader.
 - We run intervention programmes for pupils who need extra support with social or emotional development
 - We have a 'zero tolerance' approach to bullying
 - Playtimes/lunchtimes are seen as an important part of the day and are included in time for 1:1 support for children with an EHC Plan if appropriate
 - Lunchtime supervisors are invited to attend training to develop children's social skills
 - All school staff including mid-day supervisors (MDS) attended Thrive approach CPD
 - Lunchtime Play Leaders – MDS
 - Pastoral Care Leader led sessions during break / lunchtimes to support children who present with anxiety and emotional wellbeing concerns
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15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

On entering our school in Reception:

- Visits to main feeder nurseries and settings by Reception staff with information gathered and any necessary support put in place on entry into school
- Dialogue with nursery staff and assessment data collection about all children entering Reception
- All parents are invited to attend an Information Evening at the start of the school year
- Reception Open Evening held in November for prospective parents
- Pre-school visits to Reception for all children in Summer Term. Extra visits for children with SEND as needed.
- Meetings with Early Years Services and Portage for those children already known to have SEND to make school aware of their needs and ensure the correct support is in place

Between years:

To help pupils with SEND be prepared for a new school year we may:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- On Transition Day, pupils have the opportunity to meet with their new class teacher in the new classroom environment with targeted children being given the opportunity to attend further taster sessions/pre-visits according to need
- Information is shared between teachers and meetings are held around transition
- The pupils SEND Support Plan or One Page Profile is shared

Between schools of the same phase:

- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting
- Close liaison with all other settings involved in transition – good exchange of information

Between phases:

The SENCO of the secondary school will be invited to come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Offering transition visits – extended visits to secondary school with primary school staff
- Liaising with SENCO and other staff at secondary school
- Holding taster lessons at receiving secondary school
- Secondary school staff visit our primary school to talk to pupils
- Promoting dependence and resilience through specific intervention programmes
- Working closely with the Independent Travel Team
- Inviting the SEND and Inclusion Service to work with some of our pupils on transition projects

Preparation for adulthood (PfA):

We work with families from the earliest stage and with the pupil to help them achieve their ambitions. This can include setting goals for higher education, employment, independent living and participation in society.

The SENCO has met with previous parents and pupils who have left to provide a voice on what we can do even better around PfA moving forward.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Dunkley will work with Mrs McDonald, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. We will make sure any SEND support plans or EHC Plans are consistent and complement one another.

Please also see Calderdale Local Offer www.CalderdaleLocalOffer.org.uk

17. What anti-bullying measures do we have in place for children with SEND?

Keeping Children Safe in Education 2021 reminds us of the additional safeguarding and vulnerabilities of children with SEND. Ensuring their safeguarding requires us to consider their individual needs, strengths and difficulties.

Effective safeguarding is dependent on knowing and listening to our children.

We recognise it is important that all children's voices are heard regardless of how they are expressed. We also know many of our children with SEND have communication difficulties and therefore need support to express their needs and avoid them being silenced. We look at behaviour as communication and changes in behaviour as a key indicator of a potential safeguarding need.

We know that children more prone to peer group isolation are also more prone to bullying as they may struggle to form and maintain social relationships due to SEMH needs and/or communication and interaction needs.

We therefore have accessed training in trauma and anxiety, restorative practice, reflection and we use personalisation and reasonable adjustments without compromising on standards and expectations.

We build trusting relationships with our children as we know children need to be secure in their relationships with adults in school to sustain them through difficult and challenging times and to trust and be trusted.

Our pupil voice questionnaire 2024 gives children the opportunity to express their views on anti-bullying measures and safeguarding.

18. How do we ensure all staff are well trained?

At Lightcliffe C of E Primary School we identify SEND training needs for our teachers, support staff and our whole school community.

Our SENCO has completed courses in Specific Learning Difficulties, Autism, Speech and Language needs, Sensory and Physical needs, Mental Health First Aid and Safeguarding. She is also a Lay Pastoral Minister with the Diocese of Leeds.

The SENCO helps to identify training needs for other members of staff through audits and CPD preferences. We particularly focus on having:

- Commitment to maintain levels of training if members of staff leave
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- Well planned programme of Continuing Professional Development (CPD) training sessions for all staff, accessing both external agencies and in-school support
- Whole school training following national initiatives in SEND e.g. Inclusion Development Programme (IDP) for dyslexia, speech and language difficulties and autism
- Training needs are reviewed in the annual Professional Development meeting

Training course attended by SEND staff

- British Dyslexia Association webinars focusing on Dyslexia (5-6 hours in total)
- Memory Skills Training
- SENCO has attended all training updates on SEND procedures
- Stammer Friendly School training course
- Specific learning difficulties with a focus on Dyslexia (1-day course)
- Mental Health First Aid training (accredited)
- National Service Framework 'Core Competencies' in mental health (accredited)
- Introduction to Cognitive Behaviour Therapy
- Finding Vocabulary Course
- Introduction to Child Mental Health
- Down's Syndrome training
- Catch Up Literacy Training (Accredited)
- Annual Safeguarding update
- NVQ Level Training for LSAs

19. How do we raise awareness of SEND amongst parents and the wider community?

We have held a number of parent workshops which have received positive feedback from those who attended including:

- Dyslexia Workshop
- ASD Workshop
- SEMHD Workshop
- Hypermobility Syndromes Workshop
- Anxiety Workshop
- Speech Language and Communication Workshop
- Memory Difficulties Workshop
- ADHD Workshop

We also hold the following:

- Disability Awareness Week
- Parents' Information Evening
- Assemblies to increase awareness of inclusion in school
- Posters and inclusion literature
- Class-based inclusion awareness
- Invitation to visitors and links with other schools and community groups
- Parental invite to attend consultations and to be involved in contributing to policies
- Specific awareness days for conditions affecting pupils or their families attending our school

20. What should I do if I have a complaint about my child's SEND support?

- Your first point of contact is always the person responsible - this may be the class teacher or the SENCO. Explain your concerns to them first
 - If you are not satisfied that your concern has been addressed, speak to the Headteacher
-

- If you do not feel the issues have been resolved, we will arrange a meeting with the SEND Governor or the Chair of Governors both of who can be contacted via the school. These complaints procedures are outlined in the schools complaints policy
- If your concern is with the Local Authority, contact the Complaints and Representations Officer, contact details as follows:

Calderdale Metropolitan Borough Council
 Town Hall
 Halifax
 HX1 1UJ
 Tel: 01422 392617

- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).
- If you feel that our school or LA discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- You can make a claim about alleged discrimination regarding:
 - Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

21. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

- There are a number of parent support groups. Please do not hesitate to come in to school to be given details of these
- Please contact the SENCO for further support

To see what support is available to you locally, have a look at our local authority's local offer. Calderdale Local Authority publishes information about the local offer on their website.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Home - Calderdale SENDIASS](#)

Local charities that offer information and support to families of children with SEND are:

[Calderdale's Community Information Directory | Help for parents and carers](#)
[Council for Disabled Children](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)
[SEND family support](#)
[NSPCC](#)
[Family Action](#)
[Special Needs Jungle](#)

GLOSSARY - Understanding the Jargon

Age Weighted Pupil Unit (AWPU): THE AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEND. The value of the AWPU varies from one local authority to another and according to the age of the pupils. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000

Annual review: Under the Children and Families Act 2014 Local Authorities must carry out a review of every Education Health and Care Plan (EHCP) at least once every 12 months and 6 monthly for children under 5 years old.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children - in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Children and Families Act 2014: This law came into force on 1st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice: 0-25 Years.

Clinical Commissioning Group (CCG): CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary services to people.

Direct Payment: A payment made directly to a parent/carer or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent/carer or young person can buy certain services that are specified in their EHC plan. Direct payments can only be used for provision provided on the school or college premises if the school or college agree.

Disagreement Resolution: Local authorities must provide independent disagreement resolution to help the parent/carers and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision. You can find more information on disagreement resolution in the SEND Code of Practice 11.6 to 11.10.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Education Act 1996: Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation. However there is a transition period until 2018. This means, for example, that Statements of Special Educational Need that were in place before 1st September 2014 will continue to have legal force until the child or young person transfer to an EHCP.

Education Funding Agency (EFA): The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between

the ages of 3 and 25. The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.

Educational Psychologist: This professional will observe a child/young person, probably in school/educational setting and assess their learning and emotional needs. They will advise on the best approaches and provisions to support learning and development.

Education Health Care Needs Assessment: The assessment is a detailed look at the special educational needs that the child/young person has and what help he or she may need in order to learn. It is sometimes called a Statutory Assessment. You can find out more in the SEND Code of Practice 9.45 to 9.52.

First Tier Tribunal (SEN and Disability): The First Tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents/carers of children and young people with SEND, about EHC needs assessment and EHC plans. Link to:

[First-tier Tribunal \(Special Educational Needs and Disability\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Authority/ Authorities (LA): Local authorities are administrative offices that provide services with their local areas. There are 152 education authorities.

How to find your LA: [Understand how your council works: Types of council - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mainstream School: This is a school that provides education for all children/young people, whether or not they have special educational needs or disabilities.

Mediation: Mediation is a type of disagreement resolution. Every local authority must provide independent mediation to help parent/carers and young people resolve disputes with local authorities about: a decision not to carry out an EHC needs assessment a decision not to draw up an EHC plan the content of a final EHC plan or amended plan a decision not to amend an EHC plan a decision to cease to maintain an EHC plan Mediation must also be provided on the health and social care elements of an EHC plan. You can find more information on mediation in the SEND Code of Practice 11.13 to 11.38.

Mediation Advice: The purpose of mediation advice is to give information about what mediation involves. Parents/carers or young people who wish to register an appeal with the First Tier Tribunal (SEND) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent/carers or young person can choose whether they wish to go to mediation.

Must: The SEND Code of Practice says in Section I of the Introduction: ...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law. This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Outcome: Section 9.66 of the SEND Code of Practice says: An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the education or training intervention provided.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
 - mothers who were not married to the father at the time of the child's birth, and
 - fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order
- Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child/young person with special educational needs. It can include funds from Education, Health and Social Care. Parents/carers or children/young people with an EHC plan can request a Personal Budget for specific provision linked to EHC plan. The request will be considered by the LA SEND Support Team.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Reasonable Adjustments: Reasonable adjustments are changes schools and other settings are required to make to enable full access to the curriculum and school life. These could include: changes to physical features, addition.

SEND Information Report: All schools must publish on their websites information about their policy and arrangements for supporting children/young people with SEND. This must be kept up to date. The information that has to be included can be found in Section 6.79 of the SEND Code of Practice.

SEND Support: SEND support includes any help for children/ young people with SEND that is additional to or different from the support generally made for other children of the same age. The purpose of SEND support is to help children/young people achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents/carers in this process. SEND support replaces Early Years Action/Action Plus and School Action/Action Plus.

SEND Tribunal: See First Tier Tribunal (SEN and disability).

Should: 'Should' is a word that occurs frequently in the SEND Code of Practice. Section I of the Introduction to the Code says: ...where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it. This means that wherever the term 'should' is used all the organisations listed in Section iv of the Introduction to the Code, must consider what the Code says. However, they may depart from it.

Special Educational Needs (SEN) may also be referred as Special Educational Needs & Disabilities (SEND): 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or pupils of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Statutory Guidance: Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.

Young person: A person over compulsory school age (the end of the academic year in which they turn 16). From this point the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents.

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