Lewis Street Primary School –
Draft Special Educational Needs & Disability Policy (SEND)

Date	**Autumn 2026**
Review Date	**Autumn 2027**
Chair of Governors	**D. Jolley**

Pupils at Lewis Street Primary love the welcoming atmosphere at the school and have excellent relationships with staff. They feel safe and readily place their trust in the adults working in the school. In terms of the curriculum, the school sets high expectations for pupils achievement, including for pupils with special educational needs and/or disabilities (SEND).
Ofsted, July 2024

The figures for pupils requiring support for special educational needs and/or disabilities (SEND) is well above average, as is the proportion who have an education, health and care plan. Pupils with SEND access the full curriculum with the appropriate adaptations. Scaffolding and resources are tailored to exactly meet their needs.

Quality Assurance Review - Challenge Partners, Feb 2025

What is SEND?
"A child or young person has SEND 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"

Code of Practice 2015

Aims and Objectives
At Lewis Street we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- All teachers are teachers of SEND;
- To be included is to feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child's education;
- All children should have equality of opportunity in all aspects of their education;
- All children should be given opportunities to meet their full potential;
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children should have access to an adapted, first hand curriculum which meets individual needs;

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- All children, staff, families and stakeholder should be part of the Lewis Street family and adapt our inclusive ethos.
- That children with SEND and/or a disability should not be treated less favourably.

Named Staff

The Executive Head Teacher	Paula Warding
Head of School	Claire Kinch
Assistant Head & SENDCO	Charlene Skeels
SEND Team	Trudie Ottiwell
Assistant SENDCo	Amber Westwood

Initial Concern

Class teacher or LSA has a concern about a child. They log this as 'initial SEND concern' on CPOMS and Assistant SENDCo arranges to observe the child, meet with staff and put an action plan in place which could include reviewing OAIP, signposting, team teaching and planning for adaptation, resources and scaffolds, interventions. A review period of 4-6 weeks will be set.
On the SEND register the child will be listed as Initial Concern for monitoring, and not put on SIMS whilst being monitored.

Band A

When an additional need is identified the class teacher provides support via interventions and adaptations additional to or different from those provided as part of the school's usual curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an adapted curriculum ensuring OAIP is followed and deploy effective adult support, scaffolding etc.. An will be devised with smart targets. All targets should, be achievable in a half term. Class Teachers, the SENDCO and SLT are responsible for deploying LSA support effectively to support the need. The needs of the child are met mainly by school support. They may have a pupil snapshot to ensure consistency of approach from all adults.
- Assistant SENDCo and SENDCO will take the lead in:
  - Any further assessment of the child;
  - Suggesting interventions for the child in discussion with colleagues;
  - Monitoring and reviewing the action taken.

Band B

- SENDCo in consultation with parents/carers, ask for help from eternal agencies
- Class staff are provided with advice or support from outside specialists and will act on this.
- Assistant SENDCo will advise and model additional or different strategies to those at Band A are put in place interventions. An Individual Learning Plan (ILP) will be used to set SMART targets and track progress.
- SENDCo should take the lead in:
  - Ensuring advice given from external agencies is taken on and evidenced in the ILP;
  - Planning future interventions for the child in discussion with colleagues;
  - Monitoring and reviewing the action taken.

Band C (Band C – G+ and Special School Band)

In a small number of cases it may be appropriate for the LA to provide additional support to meet the needs of SEND children through the statutory assessment process. This is called an Education, Health and Care Needs Assessment. If the child meets the Code of Practice criteria and an assessment is agreed, the LA will then consider if an EHCP will be issued. This is a 20 week process.

Quality First Teaching

At Lewis Street we have identified a number of vulnerable populations, of which SEND is one. We strive to ensure that all of these groups of children reach their full potential and employ specific strategies to help them achieve and to remove the barriers to their learning shown below. We also pay due regard to Our Teaching and Learning Policy and Salford OAIP and Graduated Response Document.

Dyslexia Awareness

- Dyslexia Friendly (DF) Walkthroughs as part of environment walks;
- All staff trained on DF approaches and practise;
- All Year 3 children and new arrivals screened;
- DF Resources available in Years 3-6
- School environment is DF;
- Information evening and assembly used to raise awareness.

Cared for Children (CFC)

- Cared for Children (CFC) Policy;
- PEPS completed and reviewed with Virtual School
- Head Teacher Designated Person;
- Children and Families Officer in place;
- Cared for Child (CFC) status on SIMS
- CPOMS review and update give to Children and Families Officer for every review;
- SIMS & CPOMS Records;
- Place 2 Be Counselling Service
- Play Therapist

What is Quality First Teaching at Lewis Street?

SEND

- Experienced SENDCO in post; newly appointed Assistant SENDCo
- SEND Register & Provision Map;
- SEMH Resource The Leaf
- LSA's assigned to need, not classes;
- Children with SEND, are identified on Achievement for All Progress Grids termly and the same expectation as non-SEND pupils.
- Educational Psychologist Carla Tomlinson, SLA for 3 pieces of work per year.
- WELLCOM in place in Nursery and Reception.
- Interventions timetable
- Sensory Circuits, Break out space
- Plan to open an Internal Provision for MLD learners from Jan 2027
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Medical

- Register of children with medical conditions;
- Asthma Policy/Boxes;
- Medical Conditions Policy;
- Liaison with School Nursing Team & Health Visitor Team;
- 17 First Aiders, Accident reporting syste - Medical Tracker
- Administering Medication reporting system.
- Care plans are completed for children who need additional care or medication.
- Ashtma policy in place inline with Salford guidance.
- New Alleregies and Anaphalaxis Policy inline with Benedict's Law Sept 2026.

Vulnerable Children (VC)

- Executive Head Teacher is the DSL, Head of School, Children and Families Officers and SENDCo are Deputy DSLs
- Safeguarding Policy;
- Full time Children and Families Officer;
- Early Help Workers, THRIVE in Education School, Place 2Be, Attendance Officers, CAMHS working closely with school;
- Attendance Policy;
- Attendance Panel Meeting with Children and Families Officer and Attendance Officers
- CPOMS Welfare Records
- Place 2B Counselling service on site 2 days a week.

English as an Additional & Second Language (EAL)

- EMTAS support with initial assessments and on-going weekly input
- Bell Foundation Proficency Levels used to assess progress over time.
- Dual coding and technology used to support learners

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Interventions and Resources to support children with SEND

Communication & Interaction (C&I)

- NHS Speech & Language Therapist in school half termly, SLA with Enhanced Service.
- Speech & Language referrals to NHS completed;
- Good relationship with Leaning Support Service for ASC and social comms.
- Language rich learning environments;
- Visual prompts and scaffolds used
- SALT LSA trained in WELLCOM, LSAs deliver this intervention 2 x weekly This is used to track Early Years Cohort
- Colourful Semantics Intervention
- Attention Autism Intervention.

Sensory/Physical Needs (S&P)

- EVAC chair in Phase 2 and 3 building;
- All buildings accessible to all children;
- Disabled toilets available;
- Lift allows access to Phase 2 and 3;
- First hand learning experiences offered to all children;
- Multi-Sensory resources;
- Health and safety signs are reflective;
- Fire alarm sounds and lights flash;
- All staff completed Tier 1 Ashtma Training and Benedict's Law Anaphylaxis and Allergy Training
- Sensory Circuits Intervention

Social, Emotional and Mental Health (SEMH)

- LA - The Leaf SEMH Resource – 12 place ERP;
- PIT Team Lead is employed by Lewis Street Primary and supports all Salford Primary schools with SEMH support for pupils, and staff via CPD.
- Relationship & Behaviour Policy that focuses on positive and learning.
- Positive Reinforcements and restorative practices are used to unpick presentation and difficulties.
- Pastoral Care is a whole school ethos; Place 2Be, Place 2Talk.
- Silver Accredited Emotionally Friendly Schools Award in 2023 and Nurture UK Acrediated
- CAMHS I-Reach on site 0.5 days per week, working 1-1 with children.
- Play Therapist on site 1 day weekly, working 1:1 with children.
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How is SEND supported at Lewis Street?

Commitment to effective staff deployment. LSA's deployed to support in class and interventions

Cognitive & Learning Needs (C&L)

- Interventions such as Dough Disco, RWI tutoring, Colourful Semantics, WellCom, Handwriting, post teach delivered - beginning to track impact.
- SEND adaptations in class,
- Multi-sensory teaching strategies;
- Referrals to external agencies and for statutory assessment.
- LSS complete cognition and learning assessments and reviews via referral;
- Dyslexia Friendly practise used in classrooms.
- Working relationship with LSS who support via referral with children with moderate and severe learning needs.

Specific Resources currently available to support children with SEND

- 21 LSA's, 6 of which are part of the SEND team and 4 who are full time in The Acorn SEMH Resource. 1 LSA leading on behaviour, Zones of Regulation
- The Leaf Resource Provision to support children with SEMH needs;
- Place 2B Counselling Service on site 2 Days per week; 12 1-1 weekly counselling slots available and Place 2 Talk Drop in sessions offered on a self-referral basis;
- Dyslexia Friendly Screener (GL) and resources available in Year 3 to 6;
- Assessments and reviews with EP, ACE, PIT, SALT (Buy in and NHS), LSS and VI & HI teams;
- Environmental resources such as wobble cushions, chair bands, ear defenders, sensory resources, timers, visuals, widgets, objects of reference, now an dnext boards, timestables etc available as part of OAIP

Transition

For pupils have SEND, we review ILPs three times yearly, EHCP annual transition review for children age 5 plus, childrem under 5 have 6 monthly reviews.
Phases are organised as follows:

- Phase 1 – Nursery, Reception and Year 1 (Assistant Headteacher – Michelle Johnson)
- Phase 2 – Years 2 and 3 and 4 (Assistant Headteacher – Sophie Hornby)
- Phase 3 – Years 5 and 6 (Assistant Headteacher – Tracey Rogers)
- The Leaf – (Leaf Teacher – Trudie Ottiwell)

Role of the SENDCO and Assistant SENDCo

- Overseeing the day-to-day operation of the school's SEND policy;
  Co-ordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
  Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Initiate and conduct annual statuary review meetings.

Continued Professional Development (CPD)
The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. Last year we completed PIVATS CPD and this academic year we are focusing on adaptive teaching and implementing PIVATS

School's Complaints Procedure
Please refer to the school's Complaints Policy.

Supplementary Information
This policy should be considered alongside the following school policies:

- Admissions & Exclusions Policy
- Relationship & Behaviour Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy

Acronyms
SEND – Special Educational Needs and Disabilities
SENDCo – Special Educational Needs and Disabilities Coordinator
SLT – Senior Leadership Team
LSA – Learning Support Assistant
EP – Educational Psychologist
LSS – Learning Support Service
SALT – Speech and Language Therapist
PIT – Primary Inclusion Team
VI – Visual Impairment
HI – Hearing Impairment
ACE – Autism Communication Education
TALC – Test of Abstract Language and Comprehension
RWI – Read, Write, Inc Phonics
EMTAS – Ethnic Minority Traveller and Achievement Service
ERP – Enhanced Resource Provision
OIAP - Ordinarily Available Inclusion Provision