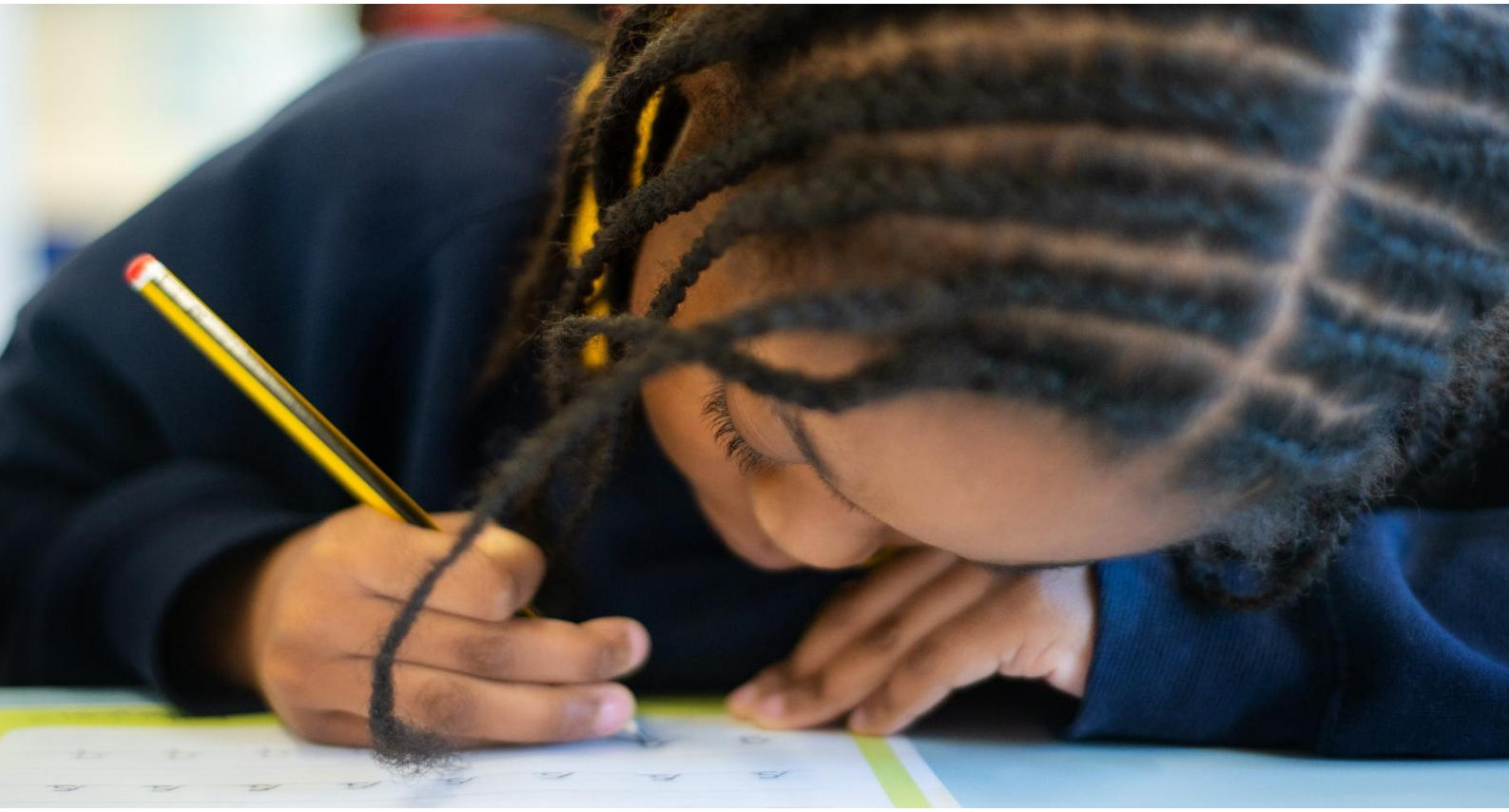
Laycock Primary School



Special Educational Needs and Disability Policy

Approved by IEB:	Prudence Barnes-Kemp
Ratified and reviewed on:	February 2026
Next review due by:	February 2027

Contents

1. Aims and objectives 3
2. Responsible Persons 4
3. Admission and Inclusion 4
4. Specialist Provision: Laycock Primary School Provision for Deaf Children 5
5. Specialist Facilities 5
6. Access to the curriculum 6
7. Providing the graduated response: SEND Support 6
8. EHC Plan 8
9. Resources 8
10. Pastoral 8
11. Parent participation 8
12. Multi-agency Working 9
13. Arrangements for the treatment of complaints 9
14. Workforce Deployment 9
15. Evaluating Success 9
16. Relationship to other policies 10
17. Glossary of Technical Terms 10

Appendix 1 – Cognition and Language Assessments 12

1. Aims and objectives

This policy accepts the definition of SEND as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

This policy is linked to our Accessibility Plan, which can be found on the school's website under the sub-heading Policies, the SEND Information Report and also to the Equalities Act 2010.

The SEND Code of Practice (2015) states:

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

The SEND Code of Practice (2015) identifies four broad areas of need:

Communication and Interaction

Children and young people 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 or 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 and young people with Autistic Spectrum Conditions are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, play skills, abstract concepts, and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 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, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

Sensory and/or Physical Needs
Some children and young people 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 and young people 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. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Head Teacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach or work with the children.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Head Teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND. (This is mandatory).

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2. Responsible Persons

Fredrick Hall (Interim Head of School)

Prue Barnes-Kemp (Chair of the IEB)

The person co-ordinating the day-to-day provision of education for pupils with SEND is:

Simon Cardy (SENDCo)

The person co-ordinating the day-to-day provision of education for pupils within the Deaf Provision is:

Asha Sangha (Lead of Deaf Provision – LoPD)

3. Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Laycock School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on the Quality First Teaching model, using the 'Achievement for All' framework. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All children with SEND are afforded the same rights as other children in terms of their admission to school.

4. Specialist Provision: Laycock Primary School Provision for Deaf Children

Laycock Primary School is a mainstream primary school with children which includes a provision for 64 pupils.

The Deaf Provision has an auditory /oral communication approach. The children use spoken English to communicate and make maximum use of their hearing to access spoken language. The rooms are acoustically treated (walls and ceilings have sound proofing to ensure that the children are in a favourable listening environment) e.g., absorbent ceiling tiles: to bring the reverberation down to the right level, acoustically absorbent panels to walls and carpeted floors with areas of acoustic vinyl flooring. There are window blinds to ensure good lighting conditions (essential for some children with visual needs). The children have access to the latest FM technology. Children wear radio aids while the class teachers wear microphones in classes, workshops and assemblies. The majority of our mainstream classes, halls, and corridors also have suspended ceiling panels to reduce background noise. We use a sound field system for assemblies and performances in the bottom hall to ensure that all children have equal opportunity to the auditory experience as well as the visual.

The Teachers of the Deaf plan each week with their mainstream colleagues; this is to ensure that all children cover the same units of work and receive a balanced curriculum. The teachers also plan programmes of inclusion for individuals and groups of children. Deaf children follow the same curriculum as all children, but language development is supported by visual cues, photos, video clips, animations, story props and targeted vocabulary.

Most of our classes have a Teaching Assistant (TA) to help meet the needs of every child, following the recommended ratio of one qualified Teacher of the Deaf for 6 deaf children supplemented with additional adults where needed if the number in the class exceeds this.

We have a team of Specialist Speech and Language Therapists from the Deaf Service Whittington Health, who work with individual children supporting their specific language needs and also provide group therapy for every class which is planned and taught jointly with the class teacher. We have a visiting Specialist Speech and Language Therapist for Dysphasia and Augmented and Alternative Communication (AAC) such as the Picture Exchange Communication System (PECS) and Makaton. We also have an onsite physiotherapist and occupational therapist (OT) to support those children who may have additional gross, fine motor or sensory needs. We work with a wide range of additional health and education services to work either directly with children or to advise and provide guidance to teachers.

5. Specialist Facilities

Laycock Primary School has a flat site at pavement level with playgrounds that are all at the same level and step free. The school buildings consist of a main 3-storey block with a separate 1 storey nursery block. Whilst Nursery, Reception and Year 1 classrooms are usually on the ground floor, all other year groups are on the middle and top floors, along with the library which all children get access to. There are 2 separate flights of stairs to all floors with a lift to all floors. There is a disabled toilet on every floor, with a hydraulic changing table in the ground floor disabled toilet. There is an accessible shower in the ground floor disabled toilet. The school office is on the ground floor. In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Caring cutlery

- Move and sit cushion
- Specialist seating and mobility equipment
- Specialist handwriting equipment
- Noise reducing headphones

Specialist Equipment for deaf children:

- Acoustically treated classrooms
- Access to FM radio aid systems

6. Access to the curriculum

The Curriculum will be made available for all pupils, including those with SEND. Where pupils have SEND, a graduated response will be adopted in line with the principles of Universal Design for Learning (UDL). The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer. The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and leader will keep regular records of the pupils' SEND, the action taken and the outcomes. There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts. The teaching input of the curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Additionally, schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

The school provides a number of individual and group interventions for children with SEND and those who are behind age related expectations. Areas identified for intervention programmes include: ● Phonics - adapted phonics groups

- Reading - fluency and higher comprehension skills (small groups or 1:1 with adult)
- Reading - 1:1, can vary for SEND needs
- Spelling, punctuation and grammar – through computer programmes (Literacy Gold/ Nessy)
- Speech and Language – supplied by the Speech and Language therapist
- Occupational Therapy and physiotherapy
- Handwriting - Letter Join (small groups or 1:1 with adult)
- Maths basic skills – identified through Sandwell assessment
- Year group booster interventions
- Morning nurture breakfast for Social Emotional and Mental Health difficulties (SEMH)
- Social Emotional and Mental Health difficulties (SEMH) and friendships groups (small groups or 1:1 with adult)

7. Providing the graduated response: SEND Support

When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

Additionally, we hold termly Pupil Progress Meetings and annual reviews.

Following assessment, we will put a plan in place which will be recorded in a provision map/ SEND list and individual SEND plan (for all pupils on SEND-K or EHCP) detailing appropriate targets (2 x school targets, 1 x home target and 1 x child target, is appropriate) and interventions/ support, such as:

- Classroom organisation and management
- In-class support by teacher (wave 1)
- Small group work (wave 2)
- Behaviour modification programmes, including behaviour plans and risk assessments
- Use of specialist equipment where needed
- Alternative teaching strategies
- Adaptations
- Small group or 1-1 interventions, as mentioned above
- Specialised homework
- Rewards
- Widget and communicate in print
- Makaton
- Limited British Sign Language (BSL) and Sign Supported English (SSE)
- Picture Exchange Communication System (PECS)

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Individual SEND Plan / Pupil Passport. Parents and children will be involved in developing the plan.

The SEND plan will:

- set out review arrangements
- be outcome focused
- be 3 times a year
- lead by the professionals in school and attended by the parent and child, where appropriate

Where more than one agency is involved, the school, in discussion with parents and other agencies, will initiate a Child Around the Family (CAF) meeting to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENDCO/ Leader of the Deaf Provision where needed.

Appropriate records will be maintained, including continuous assessment, standardised tests, including specific assessments for pupils within the Deaf Provision – Appendix 1, Key

Stage attainment tests on Provision Mapper/ Child Protection Online Monitoring System (CPOMS).

Where necessary, pupils will be referred to the SENDCo/ Leader of the Deaf Provision for diagnostic testing to construct a profile of strengths and weaknesses.

8. EHC Plan

The SEND Code of Practice (2015) sets out the reasons for considering an Education and Health Care Plan (EHCP) for a child on the SEND register. It states:

Where, despite appropriate assessment and provision, the child or young person is not progressing, or not progressing sufficiently well, the local authority should consider what further provision may be needed. The local authority should take into account:

- whether the special educational provision required to meet the child or young person's needs can reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions, or

- whether it may be necessary for the local authority to make special educational provision in accordance with an EHC plan

Children on the SEND register, and those with EHCPS will receive the following:

- Regular communication
- SEND target setting and review meetings
- Annual reviews, the child has an EHCP

The progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually as part of an 'Annual Review' meeting. Where this is in regards to a pupil within the Deaf Provision, the LoDP will also attend with the SENDCo.

9. Resources

The school is allocated a notional SEND budget; these funds are allocated in a number of ways. This includes employing staff to support educational and emotional development in small groups and one to one interventions. This also allows us to provide smaller learning groups across the school for those who require it. We also use SEND funding to support the purchasing of additional resources and funding of enrichment activities.

The principles which guide the governing body in allocating resources are SENDCO/ Leader of the Deaf Provision recommendation, teacher assessments and advice from specialists.

10. Pastoral

The school takes the well-being and safety of children with SEND extremely seriously and understand that they could be particularly vulnerable to abuse or bullying. We have rigorous procedures in place for safeguarding all children. We monitor playgrounds and ensure any incorrect behaviour is dealt with swiftly and followed up by the Senior Leadership Team (SLT).

11. Parent participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

12. Multi-agency Working

Multi-agency working is essential to the provision of SEND at Laycock Primary School and ensuring inclusion. Therefore, regular liaison is maintained with the following external agencies:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services
- Educational Psychology
- Child Adolescent Mental Health Service (CAMHS)
- Deaf Child Adolescent Mental Health Service (CAMHS)
- Specialist Speech and Language Therapists (Deaf Provision)
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Families First

The school runs half-termly 'Team Around the School' meetings, where specialists meet with the head teacher and Inclusion team to create support plans for vulnerable children. Specialists regularly involved include New River College behaviour support outreach team, Families First and CAMHS.

There are 6 Teachers of the Deaf on the staff role, together with 2 full time equivalent Specialist Speech and Language therapists from the Whittington Health Speech and Language Therapy service for deaf children and the school has a service level agreement with Whittington Health to provided physiotherapy and occupational therapy service 1 day week for pupils withi9n the borough of Islington. For pupils within our Deaf Provision who reside outside of the London Borough of Islington, the local authority administering the EHCP will make arrangements via their local health provisions. This is in addition to support from a specialist Speech and Language Therapist for Augmented and Alternative Communication **(**AAC) and Dysphasia.

13. Arrangements for the treatment of complaints

The procedure for managing complaints can be found on the school website under the section marked policies. You can also request a copy of the Complaints Policy from the school office (Appendix 2).

14. Workforce Deployment

In-service training needs related to special educational needs will be identified by the Head Teacher in consultation with the staff and will be incorporated into the staff development plan.

15. Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention (e.g. the effective use of Child Around the Family (CAF) meetings
- Academic progress of pupils with SEND
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

16. Relationship to other policies

This policy should be read in conjunction with the policies on:

Behaviour

Inclusion

Positive Handling

Supporting Pupils with medical Conditions

Safeguarding and Child Protection

Equality Information and Objectives Policy

Equalities Act (2010)
Accessibility Plan

17. Glossary of Technical Terms

Term	Definition
Dyslexia	a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling
Dyscalculia	a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics.
Dyspraxia	common disorder that affects movement and coordination.
Dysphasia	a condition that affects your ability to produce and understand spoken language

Augmented and Alternative Communication	refers to a range of strategies and tools to help individuals who struggle with speech. These may be simple letter or picture boards or sophisticated computer-based systems.
Makaton	a type of Augmentative and Alternative Communication that uses symbols, signs and speech to enable people to communicate.
Picture Exchange Communication System (PECS)	a type of Augmentative and Alternative Communication that uses visual symbols to teach the user to communicate their wants and needs/
Sign Supported English	A BSL intervention where the key word/s of sentence are signed to support communication

Appendix 1 – Cognition and Language Assessments

Cognition and Language Assessments

A meeting is scheduled on the 29th January with specialist deaf SALTs and Steph Halder from the NDCS to decide on assessments to be done so there isn't an overlap with SALT assessments.

The desired outcome is to select assessments which allows us to plan meaningful interventions that have an impact and beneficial to the children's language development.

1. The York Assessment for Reading Comprehension (YARC) reading assessment which is standardised and gives an average reading age level. It is also used by University College London Deafness Cognition and Language Research Centre (DCAL).

2. Receptive vocabulary - British Picture Vocabulary Scale (BPVS) which is standardised and gives a measure of a child's receptive vocabulary. Caution needed when used with BSL communicators.

https://www.ndcs.org.uk/advice-and-support/all-advice-and-support-topics/education-and-learning/education-professionals/specialist-assessments-deaf-children-and-young-people/british-picture-vocabulary-scale-third-edition-bpvs-3

3. Boehm - basic Maths concepts (which is an area where Deaf children typically struggle- language in Maths). This assessment provides performance ranges and percentiles to compare with hearing children of the same age. It tests understanding of language integral to time, space, and quantities.

https://www.pearsonclinical.co.uk/content/dam/school/global/clinical/us/assets/boehm-3/boehm-3-white-paper.pdf?srsltid=AfmBOopaRDIkd3-GqWt89YN9R70-rcmXbPRVUOa3dGbDENgSqixe_wgP

4. TONi-4 a non- verbal reasoning test is great for assessing whether children have a cognitive difficulty or whether it is purely language deficit which is presenting a barrier to their learning. Please be aware the interpretation of the data from this is very tricky to make sense of but I think this may be due to not having training on it. perhaps other professionals can recommend a better non- verbal reasoning test. The results of this test can show that although deaf children have no language they are very bright. When parents hear this it can be very powerful and change their perspectives i.e. that their deaf child can achieve the same life outcomes as hearing children which leads to parents and teachers having high expectations for the child.
https://www.ndcs.org.uk/advice-and-support/all-advice-and-support-topics/education-and-learning/education-professionals/specialist-assessments-deaf-children-and-young-people/test-nonverbal-intelligence-toni-4

5. The Personal Understanding of Deafness (PuD) is also being used to assess and provide objectives to teach our D/deaf children.
We are also enhancing our PSHE curriculum/scheme of work with the PuD and Social Skills Checklist for Students who are Deaf and Social Communication Profile (developed by Joanne Bedford, Dumfries & Galloway SALT, 2008), too.

Each week 2 objectives are sent out to Teachers of the Deaf to assess using their teacher judgements so that children build their knowledge of Deafness and develop the necessary skills to tackle different situations they may encounter due to their hearing loss.

Numbers 1 and 2 will definitely be used in preparation for annual reviews as they are widely used and offer a standardized score with age equivalents and percentiles.

We are also developing a Deaf Curriculum to promote Deaf identity and mental health.