


Lakeside Primary School



Special Educational Needs (SEN) Policy

A guide for parents and carers

Policy Status and Review

Date:	December 2025
Review Date:	December 2027
Signed by Chair of Governors:	
Date Signed:	December 2025

The Mercia Primary Academy Trust follows all DFE and Local Authority advice regarding Attendance and any information from them runs in concurrence with the below.

1. Introduction

At Lakeside, everyone belongs. Every child deserves to learn, grow and feel supported. We work closely with Staffordshire County Council's SEND services to ensure your child gets the right help at the right time. This policy explains:

- what SEN means,
 - how we identify and support children with SEN,
 - how we work with you, and
 - how this links to Staffordshire's Local Offer.
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2. What is "Special Educational Needs"?

A child has special educational needs if they have a learning difficulty or disability that means they need support that is different from or additional to most children of their age. The four broad areas of need include:

- communication & interaction
- cognition & learning
- social, emotional & mental health
- sensory & physical needs

Children can demonstrate needs in one or several of these areas.

3. Legal framework & Staffordshire's Local Offer

We work under these legal requirements:

- Children and Families Act 2014 (SEN law)
- SEND Code of Practice 2015
- Equality Act 2010

We also follow Staffordshire's SEND Pathway, including:

- using the Graduated Response Toolkit, to help us assess and plan support.
 - referring to Staffordshire's Local Offer, which tells you about services for children and young people (0-25) in our area — education, health and care services; who to contact; what support is available.
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4. What we aim to do

We aim to:

- identify children's needs as early as possible.
 - use a graduated approach (assess → plan → do → review).
 - work with you, the child, and the right professionals to plan and deliver support.
 - make use of local services via Staffordshire Local Offer.
 - help your child to be as independent as possible.
 - celebrate progress and achievement.
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5. Who is responsible?

If you have concerns regarding your child, in the first instance you should always make contact with their class teacher. They know your child best and will be able to support you as best they can. Other enquiries surrounding SEN may be directed to the following:

Role	Who?	Key Responsibilities
SENCO (Special Educational Needs Co-ordinator)	<i>Whitney Davies</i>	Oversees and organises SEN provision; liaises with parents, external agencies; keeps records; ensures best practice.
Senior Leadership Team / Headteacher	<i>Neil Probert</i>	Oversees whole school SEN strategy; ensures staff training; allocates resources.
Governors	<i>David Ellis</i>	Monitor SEN policy; ensure compliance with statutory duties; ensure quality of provision.

6. Identification and assessment

Here's how we find out if a child has SEN, and how we decide what to do:

- Teachers monitor every pupil's progress. If we see a child is having difficulty in learning or with social/emotional development, or it becomes clear that progress is not being made, we begin to complete an SEN concern form. Class teachers will liaise with the SENCo where a six week targeted plan will be put in place. This may include reasonable adjustments within school or accessing a particular intervention where applicable. Following a review, a decision will be made as to whether the child needs to be placed on our SEN register.
 - We involve parents and carers early, sharing concerns, asking for input about how their child is doing at home, what has helped in the past etc.
 - We may involve specialist services (e.g. educational psychologists, speech & language, etc.) where necessary.
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7. Levels of support

When a child is placed on our SEN register, they will fall under one of two categories, SEN Support or Education, Health & Care Plans (EHCPs).

All children on the SEN register will have a One Page Profile which gives any adults working with your child a quick insight to their needs and identifies any key strategies or tools which help them succeed within school. These are also used when new or unfamiliar adults may work with your child to ensure they understand the best way to communicate and cooperate with them.

In addition, all pupils will have an APDR plan which follows the graduated response of assess, plan, do, review. These are reviewed termly with the class teacher and SENCo to help demonstrate even the smallest steps of progress your child is making.

SEN Support

Children who access SEN Support are those who with high quality first teaching, reasonable adjustments and appropriate interventions are still able to access education and make good progress. These children may also receive specialist support from external agencies, which can include but is not limited to; educational psychologists, speech and language therapists, occupational therapists, CAMHS and paediatrics.

Education, Health & Care Plans (EHCPs)

If despite the targeted support your child has received on SEN Support, they are still not making progress, we look to begin the process of applying for an EHCP. This is a legal document issued by the local authority indicating the provision your child needs to access education and is reviewed annually until they turn 25. It is a lengthy process with multiple stages, following at least 2 cycles of the graduated approach -

1. School refer your child to the local SEN hub. This is a forum with all other professionals from across the district where pupils are discussed. They will identify any further strategies to implement or recommend a referral to the enhanced pathway. This is known as EAPDR.
 2. School refer your child for EAPDR. This is reviewed by a panel. If accepted, an educational psychologist will be appointed and along with parents, carers and other professionals involved with the child, an enhanced cycle of provision will be implemented.
 3. Once the cycle has been completed, if everyone is in agreement it is required, then a request for an Education, Health & Care Needs Assessment (EHCNA) will be submitted.
 4. The local authority will review all evidence from parents, school and other professionals and make a decision whether to issue an EHCP.
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8. Transitions

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- additional meetings for the parents and child with the new teacher
- additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- opportunities to take photographs of key people and places in order to make a transition booklet/social story
- experience playtime/lunchtime on a different playground, when moving from KS1 to KS2

Enhanced transition arrangements are tailored to meet individual needs.

For pupils transitioning to secondary school, support will include meeting with key staff during the summer term of Year 6, professionals' meetings to discuss levels of provision or support your child may require, and the opportunity to access additional days visiting their new school prior to starting. Again, these are tailored to meet each child's individual needs.

Version Control

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