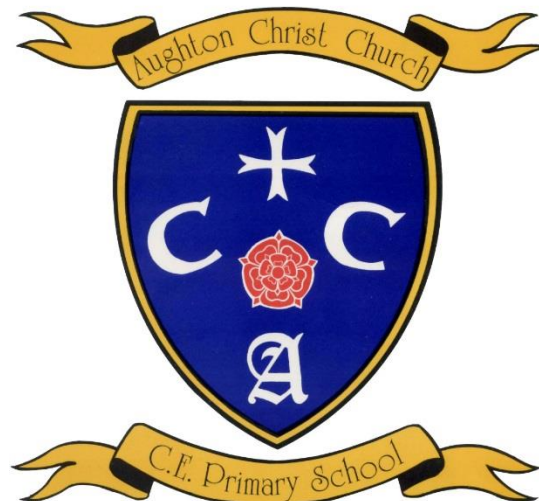


Aughton Christ Church C of E Primary School **SEND Policy**



Reviewed: April 2026
Next Review date: April 2027

Sections Covered in this policy

1. Definition of Special Needs
2. Staff in school working with SEN children and their parents
3. Identifying when a child has special needs
4. How Special needs are identified
5. Provision made for Special Needs Children
6. Special Needs Register
7. Education and Health Care Plans
8. The Local Offer
9. Record Keeping
10. Assessment
11. Information Management
12. Working with Parents
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15. Links with Local Community
16. Pupil Partnership Services
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18. Admission to school
19. Our school Access
20. Staff Training, Knowledge and skills
21. Funding for Special Needs
22. Evaluation of policy
23. Complaints procedure
24. Sources of additional information

SENDCO - Miss C Geeson

Contact - bursar@aughtonchristchurch.lancs.sch.uk (FAO SENDCO) 01695 421391

SEN Governor – to be appointed. Contact – Chair of Governors – Neil Heyes

Designated Safeguarding Lead Mr D Kennedy Back up DSL Miss C Geeson & Mrs F Chapple

Budget Responsibility Headteacher Mr D Kennedy

Medical Needs Headteacher Mr D Kennedy back up Miss C Geeson & Mrs F Chapple

Designated Safeguarding Governor Mr N Heyes

Aughton Christ Church C of E Primary School Vision

Our vision is for everyone in our school to reach their full potential: spiritually, intellectually, socially, morally, physically, aesthetically and to encourage an appreciation and curiosity of the world so they become compassionate citizens; supporting one another in love and working together by following Christian values as exemplified in the teachings of Jesus.

'Though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us.'

Romans 12: 4-8

Purpose of Policy

We aim to

1. To ensure that the arrangements made for children with SEND needs are in line with the requirements of Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010: advice for schools DfE Feb 2013 and the SEND Code of Practice 2014, Statutory Guidance on supporting pupils at school with medical conditions April 2014, The National Curriculum in England and Wales Key Stage 1 and 2 Framework document Sept 2013, Safeguarding Policy, Accessibility Plan, Teachers standards 2012. This policy has been created in liaison with staff, parents of pupils with SEND, SENDCO and SEND Governor.
2. To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
3. To ensure that children with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
4. To ensure that all our children are involved in decisions made about them and their education.
5. To ensure that we involve our parents in school life and keep them informed about their children's progress including decision making about their child's education
6. To provide a SENDCO who will work within the SEND inclusion policy.
7. To provide support and advice for all staff working with children with special educational needs.

1. Definition of Special Educational Needs

According to the SEND Code of Practice (2015):

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For the purpose of this policy, SEND does not cover gifted and talented children which is dealt with in our Gifted and Talented policy.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Our school provides for children and young people with a wide range of special educational needs which may fall into four broad areas of need. These may include:

- Communication and interaction- this includes children who have speech language and communication difficulties, including autistic spectrum conditions.
- Cognition and Learning- this includes children who have moderate and severe learning difficulties or who have complex learning needs or a sensory impairment. This area of need also includes specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health- this may include children becoming withdrawn or isolated as well as children displaying challenging or disruptive behaviours. Some children may also have disorders such as attention deficit disorder (ADD) or attachment disorder.
- Sensory and/or Physical- this includes children who have visual or hearing needs, or a physical disability that affects their learning.

2. Staff in School working with children with Special Educational Needs and their parents

All teachers in school teach children with special educational needs. However the following staff have particular responsibilities

- The head teacher and the school SENDCO ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENDCO and head teacher meet with the SEND governor termly to discuss programmes of support and individual needs.
- The SEND governor monitors and evaluates provision and reports to the governing body.
- Class teachers provide a planned curriculum that meets the needs of all the children in their care through the use of Quality First Teaching strategies. They monitor and evaluate all children's progress and set future targets for them. They report to the SENDCO any child that may be causing concern and are responsible for reviewing and updating children's learning passports on a regular basis.
- Teaching assistants provide specified work and carry out planned programmes of work as specified in learning passport.
- Welfare assistants are aware of children who require our support and are given strategies to support children at lunch time when necessary.

3. Identifying when a child has special educational needs:

It is important that a child's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After discussion with the class teacher, SENDCO, parents, pupils and head teacher, a decision will then be made to put the child on the SEND register at their level of need.

4.The ways in which we identify children that may have special educational needs are:

- a) Before a child starts school.
 - Our reception teacher visits children in their pre -school setting to discuss any concerns they may have
 - Through our links with pre-school settings and through strong partnerships with the school nurse and other health agencies we are able to identify children who may require more support
- b) Our reception teacher meets with each child's parents / carers
- c) After starting school advice may be sought from
 - Educational Psychology service
 - Physical Disability support service
 - Visual Impaired service
 - Speech and Language Therapy service
 - Occupational Therapy service
 - Physiotherapy service
 - LFCT service
 - CAMHS
 - Community Paediatric Service
- d) All teachers are teachers of children with special educational needs and are responsible for identifying children with special educational needs as early as possible
This could be through
 - Teacher observation
 - Teacher assessment
 - National curriculum assessment
 - Baseline assessment
 - Information passed on from previous settings
 - Information from parents

The class teacher will complete a Cause for Action form which is discussed with the SENDCO. The SENDCO will then gather together information about the child and will work with staff involved to decide on what actions that might need to be taken.

- e) Children who enter school mid-year
 - SENDCO liaises with staff from previous school
 - SENDCO may visit the school
 - Ensure all paper work is transferred

5. The Provision made for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have. Children's educational needs are met through Quality First Teaching strategies used in the classroom to allow all learners to fully engage in the curriculum.

We also support children through:

- Specially prepared learning materials
- Use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions
- Specialist equipment/ resources
- Using specialist intervention programmes
- Social skills programmes
- Seeking support from outside agencies
- Working together with parents on joint strategies
- Using outside agencies when and if required

6.Special Needs Register

We operate a graduated approach

- Initial cause for action discussed with parents
- Assess, Plan, Do and Review
- Passport to Learning – SEND Support Plan
- Plan , Assess and Review
- Involve outside agencies
- Plan, Assess, Do and Review
- Assessment for EHC plan
- May result in EHC or may return to Passport to Learning
- Reviewed termly

Criteria for placing on SEND register

- A child working considerably below the age related expectations of their peers and not making adequate progress identified on school tracker despite interventions and Quality First Teaching.
- A child with a medical diagnosis that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress
- Children who receive High Needs Block funding
- Children with a social or emotional need which prevents them accessing the curriculum

Children may be placed on a monitoring register if it is deemed that they may have an educational or medical need but are currently making expected progress within their cohort.

All children in school have educational targets set regularly.

If the class teacher and SENDCo feel that a child needs specific targets in addition to the targets already in school which address their specific special educational needs, they may be given a Passport to Learning (SEND support plan). The targets on the Passport to Learning are based on collaboration between all the parties involved i.e. the child, parent/carer, SENDCo, teacher and teaching assistants. Assessment also informs target setting.

Staff will ensure that all targets are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents and children will be involved in putting together this plan and in reviewing it three times a year.

7. Education and Health Care Plans

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream settings.

Some children and young people may require an Education and Health Care Needs Assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

8.The Local Offer

As part of the Code of Practice January 2015, Local authorities must publish a Local Offer, setting out in one place 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.

The Local Offer has two key purposes:

1. To provide clear, comprehensive accessible and up to date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving children with disabilities, those with SEN, their parents and service providers in its development and review.

The Local Offer covers:

- Support available to all children and young people with SEND or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEND who require additional short-term support over and above that routinely provided as part of universal services.
- Specialist services for children and young people with SEND or disabilities who require specialised longer term support.
 - School individual local offer shows what support is available See SEN section of school website and Lancashire County website.

9. Record Keeping

We record all the steps taken to meet children's special educational needs. The SENDCo is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a child with SEND may include:

- Information from previous settings
- Information from parents/carers
- Information on progress and behaviour
- Information about assessments and use of additional support
- Passport to Learning (SEND Support plan)
- Education Health Care Plan
- Provision map detailing the support they have been given and the impact it has had
- Child's own views
- Information from health/social services
- Information from other outside agencies
- School data

10. Assessment

All children with an EHC Plan are reviewed annually (a review can take place any time if needed). All Children on the SEND register are assessed by the SENDCo and Passport outcomes are reviewed termly:

Assessments may include

- Phonics progress assessment
- Speech and Language Assessment
- IDL – reading, spelling and or maths assessment
- PIPS
- Baseline assessment
- Weekly assessments
- End of unit assessments
- End of term assessments
- End of year assessments
- PIVATS
- BPVS (British Picture Vocabulary Scale)

11 . Information Management

It is important that information about a child with SEND is shared with all staff in school who work with the child and that it is passed on from class to class and school to school as the child moves on.

- We ensure that all staff are made aware of individual children's SEND needs.
- We ensure that all information is passed on to new class teachers through our own internal transfer system.
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new ones set every term. Children with more complex needs are reviewed with a separate meeting with all parties involved.
- When possible, children are involved in setting their own targets/outcomes.
- Smooth transition between high schools is ensured by meeting with SENDCO's from the secondary schools.
- If children transfer mid-year the SENDCo will work with the child's new school to ensure a settled and smooth transition.
- All information is kept secure in school and information will be retained in school for 25 years.

12. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children with SEND get the most out of their education.

We will involve parents through:

- Review meetings
- Writing 'All About Me – One Page Profile' when needed for EHCP assessments
- Homework
- Sharing information through SEND section of school website
- Parents evenings
- Parent support groups
- Providing breakfast and after school clubs
- Developing an open door policy towards parents which welcomes their views
- SENDCo able to meet with parents when appropriate
- Sharing information with them about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEND
- Linking with Parent Partnership Services and relevant voluntary organisations.
- Meetings in school with professionals from other agencies

13 Working with Children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve children in target setting.
- Enable children to express their feelings about how their needs are being met.
- Ensure that the views of the children are sought and recorded in reports produced by the school.
- Encourage children to be involved in the wider life of the school.
- Children able to discuss their needs and concerns with all members of staff.

14. Working with LCC Support Services

We have a range of support services in Lancashire that we can call upon to give school advice and training e.g.

- Schools and Families Specialist Services
- CAMHS
- Speech and Language service
- Educational Psychology Service
- Hearing and Visual Impairment specialists
- SEND
- Secure successful transition
- Links with special schools
- Provide training for parents
- Physiotherapy and Occupational Health
- Community Paediatric Services
- Child Action North West

15. Links With Local Community

We believe that our school has an important part to play within the local community.

We are involved in:

- The use of school premises for out of school activities
- Links with local nursing home
- Links with local police
- Links with local special schools
- Local nurseries

16. Parent Partnership Services

Lancashire SEND Partnership service provides information, advice and guidance on SEND and can provide an independent parental supporter for all parents who want one. This can be accessed by:

Email: SENDPartnership@lancashire.gov.uk or call 01772 532 280.

This dedicated information advice and support SENDIAS service is for children and young people with special educational needs and disabilities and their families.

Young people can also access the service independently from their parents.

The service is impartial, confidential, and free. It is built on the existing support from the [Parent Partnership Service](#), parent/carer liaison officers, Lancashire and District [Parent Carer Forums](#) and other local services for young people.

They can help you to gather, understand and interpret information and apply it to your own situation.

They can provide support around:

- Local policy and practice
- The local offer
- Personalisation and personal budgets
- Education law on SEND and related law on disability, health and social care

They also provide advice through parent carer support groups, local SEND youth forums or local disability groups and training events.

17. Health and Social Services

Some children with SEND may have support from or involvement with Social Services. These children are helped best when all professionals work closely together.

In our school we:

- Liaise with professionals from the health service, school nurses and the community paediatrician, to seek advice and support for children.
- Ensure information on children is shared amongst relevant professionals.
- Involve health and social service professionals in reporting on children's needs and progress and in attending review meetings.

18. Admission to School

Our school admission policy clearly states that we accept children of all abilities including children with special educational needs and disabilities. We will always endeavour, whenever possible to have arrangements in place to meet a child's needs.

DETERMINED ADMISSIONS POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED

PRIMARY SCHOOLS - See full admission on school website

19. Access Plan

Under our duty of care, we have an accessibility plan that shows clearly how we are able to provide access to all our children, whatever their needs. This policy is reviewed to ensure it is meeting the needs of children entering school or whose needs have changed over time. The plan has been guided by Schedule 10, relating to Disability of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Statement	Evidence	Action
The school layout ensures access for all children and staff. This includes all classrooms, hall, staffroom, library and outside areas.	School accessible in all areas	
Children needing to use wheelchairs or crutches can move freely around school, as school is all on one level and disabled access is provided at the main entrance, children's entrance at rear of school and Year 4 classroom.	Accessible in all areas	
Disabled toilet and shower room	Fully accessible	
Pathways around school are clear and well maintained	Fully accessible	
Emergency exits are clearly visible and exits are kept clear at all times	Yes	
Signage and yellow markings should be clear for all impairments including for visually impaired children	Yes	
All areas including outside areas are well lit	Yes	
Steps have been taken to reduce background noise for hearing impaired children	Yes	
Furniture and equipment around school is of appropriate size	Yes	
Personal Emergency Evacuation Plans will be written as appropriate	Yes	

20. Staff Training

We gather information every year, through performance management meetings, to identify training needs for all staff. These needs may change due to the needs of the children. All staff are able to undertake training to develop and improve their skills and knowledge.

Training may be provided by:

- in-house training
- mentoring other staff
- job shadowing visits to other schools or settings
- attendance at externally provided training
- participation in accredited training opportunities
- LCC training courses

21. How Provision is funded

- Funding for schools/colleges is provided by central government to local authorities through the Dedicated Schools Grant. LAs distribute this to schools by using a local funding formula.
- Schools/colleges are given an additional amount, referred to as the 'notional SEN budget' it is made up of 2 elements.

Element 1 is core funding of around £ 5,115

Element 2 which is around £6,000 is additional funding for pupils with SEN.

- For each pupil/student whose high level needs cost more than £10,000 per year, the local authority can provide high needs top-up funding.
- Schools/colleges can buy in specialist support to meet children's SEN.

Funding is used to:

- Employ a SENDCo
- Provide differentiated curriculum
- Provide TA Support
- Provide resources for intervention programmes
- Buying in outside support from e.g. SEND

Pupil Premium is a grant given by the government for the educational benefit of children in school. It is allocated as below

- For children known to be eligible for free school meals and service children in main stream schools.
- For looked after children and children adopted from care since 2005
- Children of Service Personnel

22. How we evaluate our policy

The schools governing body has a duty to evaluate the provision school makes for SEND children:

- Parents views will be sought
- Progress of children with SEND will be monitored
- External support service may be contacted for their views
- Children's views will be sought

23 Complaints Procedure

We are always willing to talk to and listen to any concerns that parents may have. If parents have any concerns they should speak firstly to the class teacher, then if necessary the SENDCO or the Head teacher.

If they feel that concerns have not been addressed the formal complaints procedure can be followed as shown on school website. Go to Parent Information, curriculum, policies complaints procedure www.aughtonchristchurch.lancs.sch.uk

24. Where can I find out more information

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

Glossary of Terms

BPVS-British Picture Vocabulary Scale

A test of receptive vocabulary.

CAF-Common Assessment framework

The CAF is a standardised tool used to conduct an assessment of a child or young person's additional needs and helps practitioners to decide how those needs should be met. It is used by practitioners across children's services in England.

CAMHS- Child and Adolescent Mental Health Services

EHCP- Education Health and Care Plan

An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment.

Foundation Stage Profile

The system used in schools during the Reception year to monitor pupil progress.

ICT-Information, Communication Technology

IDL – Independent Dyslexia Learning

KLIPS – Key learning Indicators of Performance

LCC-Lancashire county Council

LFCT-Lancashire Family and Childcare Trust

Support families of disabled children across the Lancashire, whatever their condition or disability

Passport to Learning

A working document developed and used by our school that sets targets/outcomes for pupils with SEND and detailed provision on how those outcomes will be achieved.

PEEPs-Personal Emergency Evacuation Plans

PIPS- Performance Indicators in Primary schools

PIVATS-Performance Indicators for Value Added Target Setting

Provision Map

A document showing at a glance all the provision that the school makes which is additional to and different from that which is offered through the school's differentiated curriculum to support pupils with SEND and pupils requiring intervention programmes.

SEN-Special Educational Needs

SENDCO-Special Educational Needs and Disabilities Coordinator

A teacher at school with responsibility for assessing, planning and monitoring the progress of pupils with Special Educational Needs and Disabilities (SEND), who is responsible for the day-to-day operation of the school's SEND policy. .

SEND- Special Educational Needs and Disability

SEND – Lancashire's traded service for SEN support (can provide a wide range of specialist services to support Lancashire schools and Children and Young People)

SEN register

A register of pupils with Special Educational Needs and Disabilities for whom the school is making targeted provision.

TA- Teaching Assistant

Cause for Action Form

Name:	DOB:	Class:	Teacher:	Date:
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		Level/PIVATS
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • <i>Reading</i> • <i>Writing</i> • <i>Maths</i> • <i>General learning skills</i> 		
<p>Speech/Language and Communication</p> <ul style="list-style-type: none"> • <i>Speaking and listening</i> 		
<p>Social, Emotional and Mental Health Difficulties</p> <ul style="list-style-type: none"> • <i>Self esteem</i> • <i>Motivation</i> • <i>Attendance</i> • <i>Behavioural</i> • <i>Social interaction</i> 		
<p>Sensory/Physical/Medical</p> <ul style="list-style-type: none"> • <i>Co-ordination, Gross and fine motor skills</i> • <i>Hearing</i> • <i>Vision</i> 		
<p>Independence and Self Help</p> <ul style="list-style-type: none"> • <i>Organisation</i> 		

Overview

Particular strengths of the pupil.	
List any strategies already used and how successful.	
How does the child learn best? (E.g. being told, watching etc.)	
Child Views of difficulty.	

Teacher signature	
SENCO signature	