



Britannia Community Primary School

Special Educational Needs and Disability Policy (Updated September 2026)

- The school's SENCo is Mrs C Nuttall
- email: c.nuttall@britannia.lancs.sch.uk tel: 01706 874447
- Mrs Nuttall has been a SENCo since September 2017
- Mrs Nuttall has been awarded PGCert Special Educational Needs (SENCo Award)
- Mrs Nuttall is Deputy Head Teacher

This policy explains how Britannia Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010).

Definition of Special Educational Needs and Disabilities.

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.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEN Code of Practice 0-25 (2014)

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCo).

The school's **SEN Information Report** and **School's Contribution to the Local Offer** provides much greater detail on the context of the school and the provision for children with SEND and should be read in

conjunction with this policy. The SEN Information Report and School's Contribution to the Local Offer is available from the school office and the school's website:

<http://www.britanniaprimary.co.uk/our-school/sen/>

Initial Statement

This policy was developed in consultation with stake holders - Head Teacher, staff, governors, parents, and pupils.

At Britannia Community School we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we aim to maximise our children's life choices by promoting academic and social development. We promote an inclusive outlook. Children are encouraged to participate in activities irrespective of race, religion, colour, sex or ability. To enable children to do this we look carefully at the opportunities offered in school to ensure that we can fulfil our aim, within and beyond the National Curriculum. We have high expectations of the children in terms of academic achievement, social development, standards of behaviour and conduct. At Britannia, every teacher is a teacher of all children including those with SEND.

Our Vision:

We are committed to **improving the quality of education provision** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Britannia CP School will be achieved by:

- Positive, caring and clearly focused leadership from the senior leadership team
- The whole staff team working together to do its best for our children's confidence
- The whole staff team having high expectations of our children's social, behavioural and academic performance
- Well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- Creating stimulating and attractive learning environments in which our children can take pride
- Fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- Promoting respect for other people and their property
- Working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:

- Develop their use of English and Maths which provide the foundation for all their other learning
- Learn social skills that encourage agreeable interactions between their peers as well as adults
- Treat everyone in an equal manner, irrespective of gender, race, class or disability
- Develop personal and moral values that are respectful of others, leading to their appreciation and tolerance of other religions and other ways of life
- Learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the

interests of all whom work in the school.

Our school motto is: Every child counts, every moment matters.

Aims

Britannia is committed to raising the aspirations of and expectations for all pupils with SEN. We provide a focus on outcomes for children, not just hours of provision and support.

Objectives

In order to achieve these aims, we will:

- Use our best endeavors to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents / carers and pupils in the review process;
- Produce an annual SEN information report.

Identifying Special Educational Needs

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning;

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Senior Leadership Team criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;

- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as specialist teachers, the Special Educational Needs and Disabilities Service (SENDs) or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

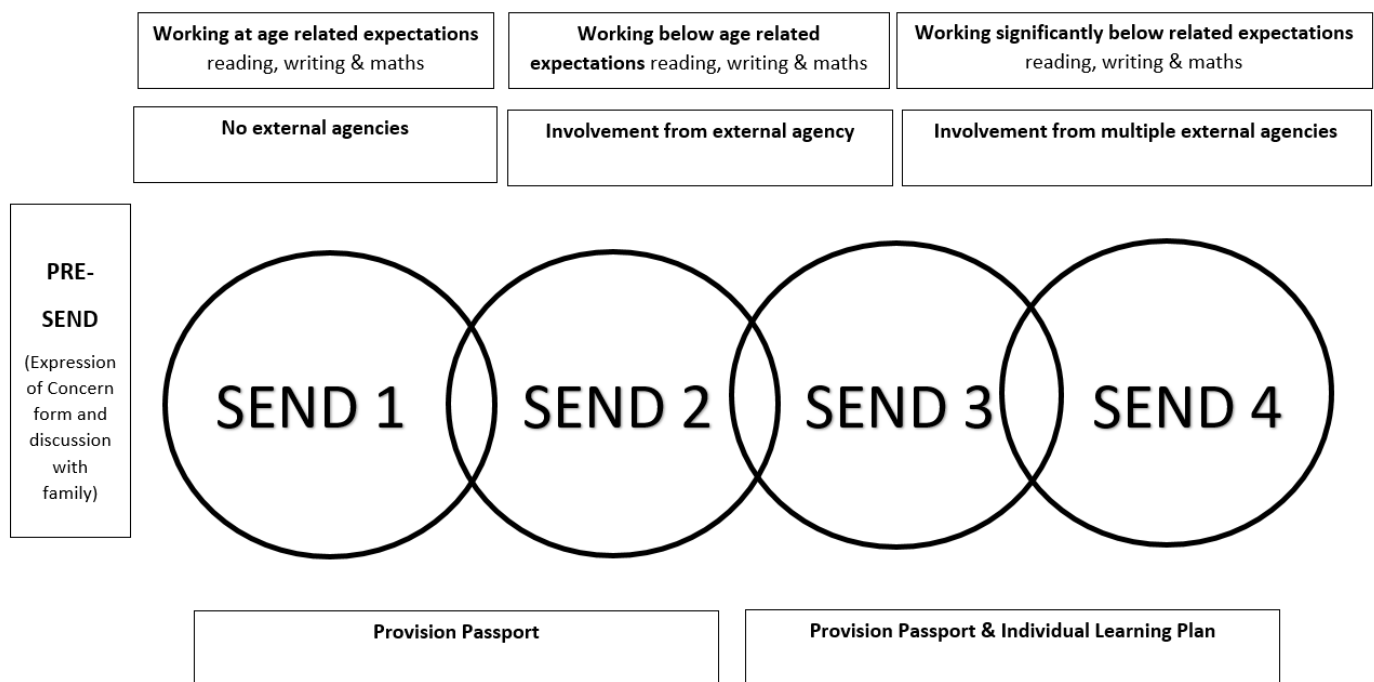
Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

In order to ensure a consistent approach to identification of SEN, we use the following pictorial to support staff in making the judgement as to the identification of SEN and the level of need which a child may have. A child is then given a pupil passport and if their need is greater, then a Learning Plan. This allows school staff to identify children who need support which is ongoing (such as with a child who has a diagnosis of dyslexia) and a child who may need individual Learning Plan.

SEND Criteria



The Graduated Approach To SEN Support: Assess - Plan - Do - Review

The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's individual Learning Plan and or Pupil Passport. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.
- SEN documentation such as Learning Plans and Pupil Passports are stored on our online platform Provision Map. This is accessible to families too so that they can view the targets and provide their voice too.

	What	Who	How
ASSESS	Initial Concern	Parents / School	Professional Dialogue Discussions with Parents Learning Walks Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids (Task Ladder etc) Coloured Overlays – if advised by opticians Focus Group with CT/TA
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision is Recorded – this is known as ‘Provision Mapping’ – this can be found on Provision Map.
	Further information gathered	Parents / pupil / colleagues / SENCo	Professional Dialogue Discussions with Parents
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants SENCo / Inclusion Lead	
	Observation and or additional assessments	SENCo	Examples may include: WRIT, YARC, BPVS – these would be carried out by specialist teacher.

What		Who	Notes
PLAN	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
	Pupil added to SEN register	SENCo	
	SEN Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil's additional needs
	Individual Learning Plan written (usually*) with 1, 2 or 3 Specific, Measureable, Attainable, Realistic, Timed (SMART) targets OR SEMH Plans – updated termly.	Class teacher with support from SENCo.	Parents are involved throughout the process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted. Learning Plans and provision on the online provision map which can be accessed by all staff.

* For some children with additional needs, a Learning Plan may not be necessary. This will be decided when the SEN Pupil Profile is written.

What		Who	When
DO	1:1 teaching towards learning targets	Delivered by TA, supervised by Class Teacher	Little and often, as specified on the intervention timetable
	Progress towards learning targets monitored	TA, supervised by Class Teacher. Pupils are involved in this process	Weekly (Through the Weekly Monitoring Sheet). Checked by CT every 2-3 weeks
	Revision of learning targets	Class Teacher	As and when necessary (when targets met or adjusted)

	Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class	Class Teachers (Need identified by CT, SENCo and/or Senior Leadership)	When appropriate
--	---	--	------------------

What		Who	Notes
REVIEW	Full review of learning targets 3 times per year using the Provision Map online tool. (See below)	Class teacher (informed by weekly monitoring)	Evaluations of learning targets discussed with parents.
	SEN Pupil Profile updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update.

At any point in the Review Process, there are several possible outcomes:

Outcome		Next Steps	Notes
OUTCOMES OF REVIEW	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEN register	Professional dialogue between teachers and SENCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New Learning Plan written Continue with cycle to next review	Evaluation and new learning targets shared with parents
	Progress remains slow / inadequate despite the use of evidence based approach and well-matched interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP) are assessed by the local authority.

Provision and Provision Mapping

- The provision which the school makes is fully detailed in the SEN Information Report and School's Contribution to the Local Offer which is available from the school office or on the website:
<https://www.britanniaprimary.co.uk/page/sen/53767>
- Provision for any pupil with an existing Statement of Special Educational Needs or Education, Health and Care Plan (EHCP) will be in accordance with their Statement or EHCP. The Local Authority is in the process of converting Statements to EHCPs. Parents of pupils with Statements can find more information about this at:
<http://www.lancashire.gov.uk/SEND>
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and SENCo. The cost

of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised.

- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

<https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/getting-help/assessment-and-support/the-early-help-assessment-and-plan/>

- As a result of the CAF process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting Pupils and Families

- The Local authority's Local Offer may be found at www.lancashire.gov.uk/SEND. This links back to the school's SEN Information Report and School's Contribution to the Local Offer which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- To support families and pupils, we have a dedicated SEND section on our website
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Supporting Pupils At School With Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be

disabled and where this is the case the school will comply with its duties under the Equality Act 2010;

- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in secure locations in the appropriate classroom, the school office and the Headteacher's office;
- Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Provision will be made for these pupils in accordance with their EHC plan.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

Children Looked After (CLA) By The Local Authority

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

Monitoring and Evaluation of SEND

- The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENCo meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision;
- As part of the School Development Plan, the SENCo and/or Headteacher produce an annual action plan and update progress against this on a termly basis.

Training and Resources

- The overall level of funding (the National Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher and SENCo;

- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget;
- The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENCo or by specialist services working with particular pupils, e.g., ADYS Specialist Ltd, Independent Educational Psychology Support Service, SENDIS etc;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All permanent and/or long-term teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENCo regularly attends the Local Authority's SENCo Cluster meetings in order to keep up to date with local and national updates in SEND;

Roles and Responsibilities

The Governing Body

The SEN Governor, Mrs Sarita Arif, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEND issues,
- the SEND policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work and meeting the medical needs of pupils. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational

needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

Mrs Claire Nuttall

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that ILPs are written and that reviews take place.
- Ensuring that the data protection of information follows the General Data Protection Regulations and that information remains confidential.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate, monitor and review learning targets and adding information to the Provision Map online tool.

Storing and Managing Information

- Documents relating to children with SEND are stored online on a secure password protected site. Other documents such as SEND and medical records are stored on Sharepoint which can only be accessed by school staff through their Microsoft logins.

Reviewing The Policy

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor and the Headteacher. Review of the policy will take into account:
 - The progress made by students with SEND at the school;
 - The success of the school at including students with SEND;
 - Any recommendations from Ofsted or the LA about improving practice;
 - Any factual changes, such as names of personnel.

Accessibility

Britannia was built in 1928 and has been redeveloped over the years to include accessible features.

An environmental audit is carried out at least once a year. This identifies and removes any potential barriers to learning, safety or mobility.

To ensure access for pupils or parents with disabilities the school has:

- Ramped entrances.
- One all access toilets
- Contrasting walls and skirting boards for the visually impaired
- Ramps at doorways
- The building is all on one level
- Light switches in corridors are at wheelchair height in one classroom
- There is an open access policy for speaking to the Head Teacher or SENCo.

Dealing With Complaints

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Bullying

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEN Information Report and School's Contribution to the Local Offer.

List of personnel involved in SEND issues

NAME	POSITION
Mrs Natalie Longstaff	Headteacher
Mrs Claire Nuttall	SENCo
Mrs Sarita Arif	SEN Governor
Mrs Kim Symcox	Chair of Governors

Mrs Natalie Longstaff Mrs Claire Nuttall Miss Shannon Connolly Mrs Lynne Seamans	Designated Teacher with Specific Safeguarding Responsibility
---	--