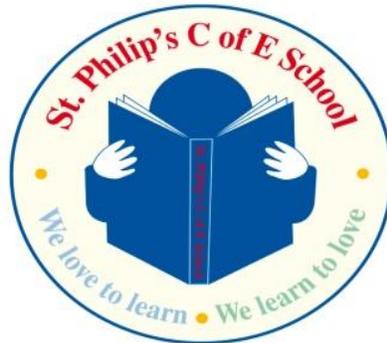


St Philip's CE Primary School, Nelson



Policy for Special Educational Needs and Disabilities (SEND)

INTRODUCTION

- The school's SENCo is Mrs K Davis with support from Miss R Moulden (Head teacher)
- email: kerrie.davis@st-philips.lancs.sch.uk Tel: 01282 614463
- Mrs Davis has successfully completed the National Award for SENDCo and is a qualified Specialist Teacher.

This policy explains how St Philip's Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, 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.

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** 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 is available from the school office and the school's website:**

www.st-philips.lancs.sch.uk

St Philip's Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Mission Statement

*We love to learn. We learn to love. With Christ as our Guide we love and learn together". **Guide** our children to prepare them for life; **Respect** themselves and one another; **Aspire** to achieve their highest potential; **Care** for the local and wider community; **Every child is special in God's eyes.***

POLICY AIMS

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

- We aim to maintain a Christian ethos that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours 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 Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, high quality teaching, intervention and adapted 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 Educational Psychologists, Specialist Teachers and Support Services. 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.

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, adaptations 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 Pupil Overview of Provision (POPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

	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 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'
	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 Specialist teacher Educational Psychologist	Examples may include: WRIT, YARC, BPVS etc

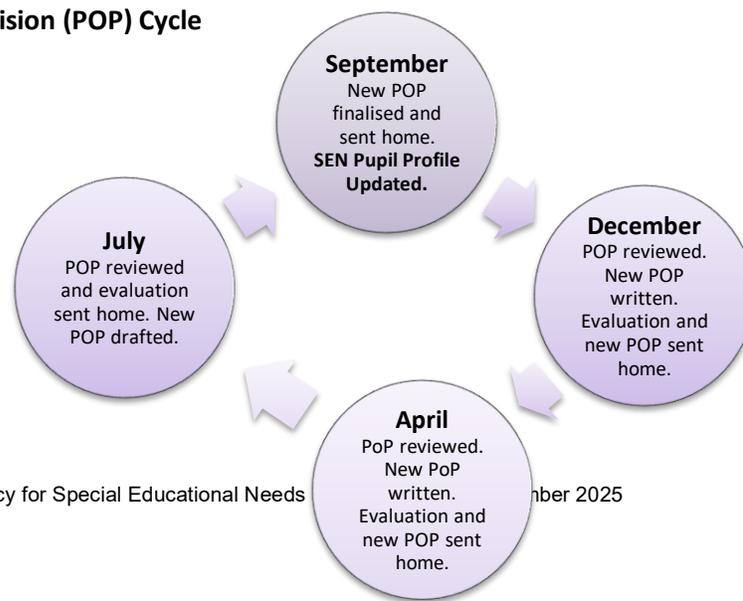
	What	Who	Notes
PLAN	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
	Pupil added to SEND register	SENCo	
	SEND Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil's additional needs
	Pupil Overview of provision (POP) written (usually*) with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets	Class teacher with support from SENCo. SENCo/Specialist/ Parents/Class Teacher	Parents are involved throughout the POP process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted.

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

	What	Who	When
DO	1:1 teaching towards POP targets	Delivered by TA, supervised by Class Teacher	Little and often, as specified on the POP and/or throughout the curriculum
	Progress towards POP 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 POP targets Review/revision of POP	Class Teacher SENCo/Specialist/ Parents/Class Teacher	As and when necessary (when targets met or adjusted)
	Teachers and/or TAs access Continuing Professional Development courses to enhance 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
REVI	Full review of POP 3 times per year (See below) Review of POP may be more frequent, depending on level of need	Class teacher (informed by weekly monitoring) SENCo/Specialist/Parent s/ Class Teacher	Evaluations of POPs sent home to parents. POPs are reviewed jointly, usually in a meeting.
	SEN Pupil Profile updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update.

The Pupil Overview of Provision (POP) Cycle



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	Needs can now be met through classroom 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 SEND register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New POP written Continue with cycle to next review	Evaluation and new POP shared with parents
	Progress remains slow / inadequate despite the use of evidence based approached 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 using their 'best endeavours'. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

PROVISION AND PROVISION MAPPING

- The provision which the school makes is fully detailed in the school's SEN Information Report which is available from the school office or on the website: www.st-philips.lancs.sch.uk
- 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 Assessment (EHA) 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:

[Early Help Assessment information](#)

- As a result of the EHA 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 here: [Lancashire's Education Health and Care Plan Information](#)

STATUTORY ASSESSMENT OF SEND

- If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).
- The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to meet their needs, including any resources or special arrangements in place.
- This information may include:
 - the child's individual plans
 - records of reviews with pupils and parents, and their outcomes
 - Common Assessment Framework (if applicable)
 - medical information where relevant
 - National Curriculum attainment, and wider learning profile
 - educational and other assessments, e.g. Educational Psychologist
 - views of the parent and the child
 - involvement of outside agencies
- If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:
 - parents/ carers and/ or child
 - the school
 - an educational psychologist
 - health
 - social care
 - anyone else that parents/ carers request
 - a specialist teacher for the visually impaired or hearing impaired, if appropriate
- From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

ANNUAL REVIEW OF THE EHCP

- All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA.

- The review will be person (child)-centred, looking at:
 - progress on actions towards agreed outcomes
 - what we appreciate and admire about the child
 - what is important to the child now
 - what is important to the child in the future
 - how best to support the child
 - questions to answer/ issues we are struggling with
 - action plan
- Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND. This links back to the school's SEN Information Report and the Lancashire's 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;
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on a dedicated SEND section of the school website [SEND Area](#)
- 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 will endeavour to collect all relevant information and plan a relevant adapted 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 the front of the class register and further details will be held in a secure location in the school office;**
- Some pupils may also have special educational needs (SEN) and may have an 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 (2015) 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 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 produces an annual action plan and updates progress against this on a termly basis.

TRAINING AND RESOURCES

- The overall level of funding (the Notional 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.

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All 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;
- The Headteacher and the SENCo are members of NASEN (National Association of Special Educational Needs).

ROLES AND RESPONSIBILITIES

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Pupil Overview of Provision plans (POPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's POP and focused in-class support whilst encouraging independence;

STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are stored in a locked cupboard in school and/or on an encrypted electronic storage software system. Some documents, such as POPs are held on the school's server in an area which can only be accessed by teachers. Via password. Records relating to children who have left are passed to the new school as soon as is practical.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors 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

- The school's accessibility plan is available from the office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Accessibility Policy. School operates an Open Door policy so parents can contact class teachers and/or teaching assistants throughout the school day. Appointments with the Headteacher and/or SENCo can be made via the school office.

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, ([Found here](#)) 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 and on the school website [here](#).
- Further details about how the school keeps children with SEND safe can be found in the SEN Information Report.

Signed: (Headteacher)

Next Review Due: September 2026

Signed: (Chair of Governors) Date:

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Miss R Moulden	Headteacher
Mrs K Davis	SENCo
Miss S Spencer	SEN Governor
Mrs W Harvey	Chair of Governors
Mrs K Macdonald	Assessment Co-ordinator
Mrs A Harvey/Mrs D Stewart	Managing Medical Needs Responsibility
Mrs K Macdonald	Designated Teacher with Specific Safeguarding Responsibility
Miss R Moulden	Managing PPG/LAC funding Responsibility

