

Penwortham Primary School



Special Educational Needs, Disability and Inclusion Policy

“Happy Children Who Achieve”

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Our SEND Policy and SEND Information Report aim to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities](#)
- [The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care \(EHC\) plans, SEN coordinators \(SENCOs\) and the SEN information report](#)

This policy has been developed through consultation between governors, Headteacher and SENDCo.

School Values

At Penwortham Primary School we recognise the diverse nature of learning needs and aim to ensure all pupils, including those with SEND, have their needs met through a broad and balanced education. Every teacher within our school is a teacher of all pupils, including those with Special Educational Needs. Pupils with SEND engage in all activities within school so far as is practical and compatible with their needs being met. Our curriculum aims to be fully inclusive and provides all children with the opportunity to fulfil their potential.

Penwortham strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- planned intervention provision to meet needs and challenge children to achieve their full potential
- high expectations and suitable targets for all.

Definition of Special Educational Needs

The 2014 Special Educational Needs and Disability Code of Practice (p15) states:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age 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.”

“A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).”

School Aims

At Penwortham Primary School we aim:

- To provide a broad-based curriculum which seeks the highest academic standards, and which seeks to meet the varying needs of individual pupils.
- To foster the development of each child’s skills, knowledge and enthusiasm for learning.
- To enable pupils to develop respect for themselves and others in our community.
- To promote sound moral values, self-discipline, acceptance of others and spiritual awareness.
- To develop and maintain an ethos of a caring and friendly school which seeks to provide the best opportunities for each individual to develop his or her potential to the full.

Objectives

To fulfil the above, we:

- Ensure that the special educational needs of children are identified, assessed, and provided for in accordance with the Code of Practice as early as possible in their school career, enabling all children to have full access to all elements of the school curriculum and school life.
- Involve parents/carers at the earliest opportunity to ensure everyone develops a good understanding of the pupil’s areas of strength and difficulty and that we consider the parents’ or carers’ concerns. This leads to everyone understanding the agreed outcomes sought for the child and everyone being clear on what the next steps are.
- Review and modify provision as necessary in consultation with parents/carers, children, and professionals.
- Meet the needs of children with SEND as far as possible within a mainstream setting.
- Provide quality of learning opportunities for children with SEND with a view to promoting a positive self- image and self-worth, developing their levels of achievement and maintaining a positive attitude to school life.
- To make clear expectations of all partners in the process.
- To provide support and advice for all staff working with special educational needs pupils
- To identify the roles and responsibilities of staff in providing for children’s special educational needs.
- To achieve a level of staff expertise to meet pupils' needs.

Management of Special Educational Needs within School

Around 20% of children may have special educational needs at any time during their school career. Sometimes these are temporary, others last longer, even a lifetime. In line with our school’s commitment to ‘quality first’ teaching, all staff are responsible for meeting the needs of all pupils, regardless of differences. Provision for children with special educational needs is a matter for the whole school.

Roles and Responsibilities

Governing Body

- To do their best to secure the necessary provision for any pupil of the school with identified SEND
- To appoint a member of the governing body to be named as the person with special responsibility for SEND

- To ensure that SEND is given a sufficiently important place in considering the staffing and financial resources of the school
- To approve the school's SEND and Inclusion Policy and review it on a 2-year cycle.

The SEND Governor

- To raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Headteacher

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensuring adequate resourcing of SEND
- Provision of leadership to provide a whole school approach to the operation of the policy
- Provision of time for the SENDCo to carry out the role
- Liaising with the Governing Body

SENDCo

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an Educational Health and Care plan (EHCP). This will involve scheduling and chairing annual reviews.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Overseeing development and review of policy
- Devising and monitoring Individual Education Plans (IEPs), SEND Support Plans and One Page Profiles in discussion with colleagues
- Provision mapping for all pupils with SEND and overseeing implementation and delivery
- Maintaining SEND register
- Collecting, recording, updating, and overseeing records of children with SEND
- Supporting and liaising with parents/carers
- Contributing to staff and governor meetings
- Organising and contributing to staff training and leading staff meetings
- Collecting and overseeing provision of resources
- Collecting evidence required by the Local Authority for funding or assessment
- Completing the documentation required by external agencies and the Local Authority
- Monitoring and evaluating provision and progress of children with SEND
- Liaising with external agencies including high school SEND departments to ensure smooth transition to Year 7
- Overseeing implementation of recommendations from external agencies
- Carrying out assessments as appropriate to determine children's needs

All Teaching Staff

All teachers are teachers of children with special educational needs and such children are, therefore, a whole school responsibility. Teachers' specific responsibilities vary according to circumstances but their general responsibilities with regard to SEND, taken from the relevant Department for Education Teachers' standards are as follows:

1. Set high expectations which inspire, motivate and challenge pupils

- set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress, and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

3. Make accurate and productive use of assessment

- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons

4. Manage behaviour effectively to ensure a good safe learning environment

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Identification of pupils with SEND
- Gathering information
- Planning provision
- Personalised planning for those children requiring individual support
- Planning, monitoring, and evaluating individual targets
- Keeping up to date records
- Differentiating activities as appropriate
- Adapting teaching strategies
- Providing additional resources to support learning
- Reviewing and planning with Teaching Assistants
- Providing a supportive and encouraging environment for all children
- Liaising with parents/carers as well as external agencies and colleagues, where necessary
- Attending reviews as required
- Attending INSET and training sessions

Identifying pupils with SEND and assessing their needs

The four broad areas of need

The school will plan for pupils according to their need. These are categorised broadly as:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

However, in practice, individual children have needs that cut across all these areas and their needs may change over time.

At the heart of each classroom is a continuous cycle (assess, plan, do, review), which takes account of the wide range of abilities, aptitudes, and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, behavioural or medical needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide the support through normal school resources, or whether something different or additional is needed.

Response to needs

Parental involvement: School values its relationships with parents/carers and actively seeks to involve them at every stage of the graduated response. This can be an informal chat with the class teacher or a more formal meeting. The amount of family involvement will increase as the child progresses through the graduated response.

School response: The school uses a graduated response approach to needs. At every stage of the graduated response there is a four-part cycle -

- Assess
- Plan
- Do
- Review

Through these, earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Graduated Response Stages

Each of these stages can be accessed at any time if appropriate. All decisions will be evidence based and tracking data is vital at every stage in this process. There may be occasions where it is necessary to seek urgent advice / support without the child progressing through stages in order.

1. Quality First Teaching (class teacher)

Teachers will ensure that first and foremost they provide Quality First Teaching for all children. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable children to participate and access the curriculum. This may be differentiation of task or providing additional resources such as writing frames or word mats.

2. Enhanced Quality First Teaching (class teacher)

Teachers may need to adapt their teaching and/or classroom environment further to ensure that children make progress. This may be further differentiation, extra practice of a certain skill or increased adult support from a teacher or teaching assistant in a specific subject.

3. Intervention (SENDCo/class teacher)

The SENDCo will take the lead in coordinating additional or different provision within the school to enable the child to learn more effectively. Staff will work closely to devise a learning programme, based on assessment, which outlines specific measurable targets and strategies to meet them. The child's progress will be carefully monitored, and targets will be reviewed regularly. For some children a referral to Speech and Language Therapy, Occupational Therapy or Physiotherapy may be made with parental consent. Advice received will form part of an Individual Education Plan (IEP) for the child. Individual Education Plans (IEPs) will be shared when they are initially written and at parents' evenings.

4. SEND Support (SENDCo/class teacher)

For those children whose progress continues to cause concern, school will work with parents/carers to identify needs and may open an Early Help Assessment where appropriate. Support from outside agencies (specialist teachers, School Nurse, Speech and Language Therapist, CAMHS (Child and Adult Mental Health Service), Educational Psychologist) may be sought. This advice will be incorporated into the child's SEND Support plan. All pupils at this stage will have a SEND Support Plan (targeted learning plan) and a One Page Profile (completed by pupil) which will detail their needs and support. Informal termly meetings will be held to review progress.

5. High Needs Funding and Statutory EHCP Assessment - (SENDCo/class teacher)

Where a request for high needs funding is made by the school to the Local Authority, the child will have demonstrated significant cause for concern. The Local Authority, will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through provision at earlier stages of the Graduated Approach. The school will be required to submit a costed plan outlining where additional funding would be spent to enable the child to make further progress. If a child's progress continues to be a cause for concern after all the above has been provided, the school can request statutory assessment which involves consideration by the Local Authority, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is deemed necessary, the LA may provide an Education Health and Care Plan, which will be subject to a formal annual review.

Progression through Stages

The first two stages (1. Quality first teaching, 2. Enhanced Quality First Teaching) are the responsibility of the class teacher, who will lead liaison with the SENDCo, and report through class progress reviews. Any concerns are shared with parents/carers at the earliest opportunity and their active support and participation in plans is encouraged.

If, despite these stages, children fail to make progress in their learning, the class teacher will have a discussion with the SENDCo to decide whether it is appropriate to provide additional specific intervention (3. Intervention).

If after specific targeted intervention takes place and children still fail to make progress, another discussion will take place to decide if external agency input is required and whether to place the child on a SEND Support Plan (4. SEND Support).

If a child's needs cannot be met through normal school provision / intervention resources (stages 1-4) a request for a statutory assessment of need will be made in consultation with the parents/carers (5. EHCP Assessment).

Monitoring and Evaluation

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, staff may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help above and beyond that which is normally available within the particular class or subject. The key criterion for action is evidence that current rates of progress are deemed inadequate within our school assessment and tracking system.

The SENDCo monitors the movement of children within the SEND system in the following ways:

- All children including those with SEND are assessed every term in English and Maths. Progress reviews are then held with a member of the Senior Leadership Team where an action plan is agreed.
- IEPs are reviewed termly by class teachers.
- Children with Education Health and Care Plans and SEND Support Plans have their additional provision outlined in their plans.

Individual Education Plans (IEPs) and SEND Support Plans are working documents, and an integral part of the planning, learning, and teaching and assessment process. They are reviewed and updated in consultation with staff. The SENDCo works closely alongside all staff to ensure provision is effective and provides staff with regular summaries of the impact of the policy on the practice of the school. The SENDCo and headteacher work closely together to review the work of the school in this area.

The designated SEND Governor keeps an overview of the SEND provision being made.

Partnership with Parents/Carers

The school will have regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents/carers plays a key role in enabling children with SEND to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers will be treated as partners and supported to play an active and valued role in their children's education.

We aim to work in partnership with parents/carers. We do so by:

- keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents/carers
- making parents/carers feel welcome and valued
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing, instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- sharing IEP targets at parents' evenings
- seeking their views when formulating SEND Support plans
- seeking their views in preparation for the annual review meeting.

Parents of pupils with SEND are also encouraged to contact the SENDCo at any time.

If a pupil is referred to an outside specialist, the parents/carers are always included in the feedback. They will attend meetings with the specialists concerned, and their views, advice and co-operation sought.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. Where appropriate, they will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review, and the transition process. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress and set new targets. Small group and 1:1 teaching also give rise to spontaneous comments and discussions which helps our staff and pupils to communicate effectively.

Partnership with external agencies

Penwortham Primary School is fortunate in having excellent working relationships with a range of outside specialists. Any one or more of the following agencies may be involved (with parents'/carers' permission only). The following list is not exhaustive.

- Lancashire IDSS (Inclusion and Disability Support Service)
- Educational Psychology Service – Lancashire and Acorn
- Speech and Language Therapy – Lancashire and Communicate SLT
- Occupational Therapy
- SENDIASS
- Golden Hill PRU
- Primary Mental Health Worker
- School Nurse
- WRIST Hub
- CAMHS
- LDIGS (Lancashire Dyslexia Information Guidance Service)

Accessibility

The school is single level, with ramped access throughout. Two accessible toilets are currently provided, one in each wing of the school building. The school aims to provide full access to all resources and learning opportunities for all of its users. The Governing Body is committed to providing adequate resources to make any necessary reasonable adjustment to the fabric or resources within the school so that individual needs can be met.

The school's Accessibility Plan and Equalities Policy can be found on the school website in the Inclusion pages.

Other Relevant Documents:

Our Schools contribution to the LEA Local Offer Our
School SEND Information Report

Policy Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and SEND Governor every year. It will be approved by the governing board.

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