

St Luke's C.E. (Aided) Primary School



Special Educational Needs and Disabilities (SEND) Policy

St. Luke's Primary School Behaviour Vision Statement

At St. Luke's Primary School, we embrace our call to create a community where every person can flourish. As Jesus said, "I came that they might have life, and have it abundantly" (John 10:10). This divine promise guides our behaviour policy, ensuring each child develops the skills and experiences needed to live life to its fullest potential.

We firmly believe that every individual who enters our school has the inherent right to feel safe, protected, and valued. Our behaviour vision is rooted in our Christian values:

- Forgiveness guides our decisions and responses, helping us to understand, heal, and move forward together.
- Compassion leads us to care for one another with kindness and empathy, following Christ's example.
- Courage empowers us to stand up for what is right and to face challenges with resilience.
- Truth compels us to speak honestly and act with integrity, valuing transparency in all our interactions.
- Trust creates a safe environment where we believe in and support one another unconditionally.
- Friendship binds us together in support and celebration of one another.
- Justice ensures fairness and equality for all, recognising the dignity of each person created in God's image.
- Hope inspires us to look forward with optimism and purpose.
- Thankfulness cultivates gratitude for our blessings and for each other.
- Peace creates the tranquil environment essential for learning and growth.

As Scripture teaches us, "How good and pleasant it is when God's people live together in unity!" (Psalm 133:1). Our behaviour expectations reflect this wisdom, creating a community where all can learn and thrive together.

"Learning and living together in faith" means we walk alongside one another with kindness and respect, while maintaining clear boundaries that protect and nurture everyone in our care. Through this balanced approach, St. Luke's becomes a place where every child feels included, valued, and equipped to embrace the abundant life Christ promised.

Definition of Special Educational Needs and Disability (SEND)

St Luke's Primary School adopts the definitions of special educational needs and disability as set out in the *SEND Code of Practice: 0–25 years (current statutory guidance)*.

Special Educational Needs (SEN)

A child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A learning difficulty or disability means that the child has significantly greater difficulty in learning than most others of the same age or has a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in a mainstream setting.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream schools in England.

Disability

Many children and young people with SEN may also have a disability under the Equality Act 2010. A disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Legislation and Statutory Guidance

This policy should be read alongside the statutory and non-statutory guidance that applies to SEND provision in England, including the Children and Families Act 2014, SEND Regulations 2014, Equality Act 2010, SEND Code of Practice: 0 to 25 years, Keeping Children Safe in Education, statutory guidance on supporting pupils with medical conditions, and the school's Accessibility Plan and SEN Information Report.

The school's SEN Information Report provides detailed information about the provision currently available to pupils with SEND and should be read alongside this policy. The SEN Information Report is reviewed and updated annually.

The school works in partnership with the Oldham SEND Local Offer (OSLO), which provides information about services, support and provision available for children and young people with SEND and their families across Oldham.

Further information can be found at: <https://oldhamsendlocaloffer.co.uk>

Key Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The SENCO has day-to-day responsibility for the operation of this policy and for coordinating provision for pupils with SEND, including those with Education, Health and Care (EHC) plans. The SENCO is a member of the Senior Leadership Team.

SENCO: **Mrs R Doyle-Gibbons**

The SENCO holds the National Award for SEN Coordination (NASENCO) in accordance with statutory requirements.

Designated Safeguarding Lead (DSL)

The Headteacher, **Mr L Bennett**, is the Designated Safeguarding Lead (DSL) and has overall responsibility for safeguarding and child protection. In the absence of Mr Bennett, the Deputy Designated Safeguarding Leads are **Mr Booth, Mrs Doyle-Gibbons and Mrs Vaughan**.

Looked After Children (LAC)

The designated teacher for Looked After Children is the Headteacher, **Mr L Bennett**.

SEN Governor

The SEN Governor is **Lynn Edwards**. She monitors the implementation of this policy, liaises with the SENCO, and reports to the Governing Body on SEND provision and outcomes.

Aims and Objectives

Aims

At St Luke's Primary School, we aim to:

- Provide inclusive, high-quality teaching that enables pupils with SEND to make the best possible progress
- Ensure pupils with SEND are valued members of the school community
- Set high expectations for pupils with SEND, taking account of their starting points and individual needs
- Provide access to a broad, balanced, and ambitious curriculum
- Work in close partnership with parents/carers and pupils
- Support pupils to become confident individuals who are well prepared for the next stage of their education

Objectives

- To ensure a clear and consistent approach to identifying, assessing, planning, providing, and reviewing provision for pupils with SEND
- To develop effective whole-school systems for managing and evaluating SEND provision
- To provide appropriate training and professional development for staff in line with the SEND Code of Practice: 0–25 years (current statutory guidance)

Identification of Needs

The identification of SEND is embedded within the school's approach to monitoring the progress and development of all pupils. Early identification and effective provision are key to improving long-term outcomes.

Identification focuses on understanding a pupil's needs and determining appropriate provision, rather than fitting pupils into categories. We aim to identify the full range of a pupil's needs, not solely their primary area of difficulty.

The school recognises that preparation for adulthood begins at an early age. Opportunities to develop independence, resilience, communication, self-advocacy and decision-making are embedded throughout the curriculum and wider school life.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Pupils may experience difficulties with speech, language, or communication, including social communication. This includes pupils with autism spectrum disorder (ASD), who may also have challenges relating to language, social interaction, and imagination.

Cognition and Learning

Pupils may learn at a slower pace than their peers despite appropriate differentiation. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health (SEMH)

Pupils may experience emotional or behavioural difficulties that impact their learning, including anxiety, depression, attachment difficulties, ADHD, or other mental health needs.

Sensory and/or Physical Needs

Some pupils require specialist provision due to sensory impairments (vision, hearing, or multi-sensory impairment) or physical disabilities that affect access to learning.

A Graduated Approach to SEN Support

St Luke's Primary School follows a graduated approach to SEND, based on the cycle of Assess, Plan, Do, Review.

Assess, Plan, Do and Review cycle (The Graduated Response)



Identifying the Need for SEN Support

Class teachers regularly assess pupils' progress through ongoing assessment and termly pupil progress meetings. High-quality teaching and differentiation are the first response to pupils making less than expected progress.

Where concerns remain, the class teacher will discuss these with the SENCO, parents/carers, and the pupil. Additional interventions may be trialled to assess response to support.

Care is taken when identifying SEND in pupils for whom English is an additional language.

English as an additional language is not a special educational need. The school will consider the pupil's language development, cultural and educational background, access to learning and other evidence before concluding that a pupil has SEN.

Where appropriate, and with parental consent, advice may be sought from external professionals, including:

- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Children and Adults Mental Health Service (CAMHS)
- Community Paediatric Service
- Quality and Effectiveness Support Team (QUEST)

- Hearing Impairment and Visual Impairment Teams
- School Nurse and Paediatric Health Services

If provision required is additional to or different from the school's ordinarily available provision, the pupil will be placed on the SEN register at SEN Support. A SEND Support Arrangements document, including a one-page profile, will be created and reviewed regularly.

The Assess, Plan, Do, Review Cycle

The graduated approach is a continuous cycle. Decisions are based on evidence of the pupil's needs, the impact of provision, pupil and parent/carers views, and professional advice where appropriate. Where an intervention or adjustment is not having the intended impact, provision will be reviewed and adapted rather than continued without evidence of benefit.

Assess: Pupils' needs are assessed using teacher assessments, observations, parental views, pupil voice, and advice from specialists where appropriate.

Plan: A plan is created outlining outcomes, strategies, interventions, and review dates. Plans are shared with parents, pupils, and relevant staff.

Do: The class teacher remains responsible for the pupil's progress, supported by teaching assistants and specialist staff as appropriate. The SENCO provides advice and support.

Review: Progress is reviewed termly with parents, pupils, teachers, and the SENCO. Plans are adapted, continued, or discontinued based on outcomes.

Parental and Pupil Involvement

We adopt a person-centred approach and value the views of parents/carers and pupils. Termly reviews are planned to align with parents' evenings where possible, and pupils are actively involved in setting and reviewing their targets.

SEN Provision

Provision for pupils with SEND may include:

- Targeted interventions
- Individual or small group support
- Adapted resources and materials
- Support from additional adults

- Access to specialist equipment
- Support with personal care or physical needs
- Access to specialist provision e.g. The Willows

Managing the SEN Register

All pupils on the SEN register have provision tailored to their individual needs. Plans are reviewed termly. Decisions about provision are needs-led and take account of available resources.

Removing Pupils from the SEN Register

Pupils may be removed from the SEN register when they have made sustained progress and can maintain this through high-quality teaching alone. Progress continues to be monitored following removal.

Education, Health and Care (EHC) Needs Assessments

Where pupils have complex, long-term needs that cannot be met through SEN Support alone, the school may request an EHC needs assessment from the local authority, in partnership with parents/carers.

EHC Plan Annual Reviews

For pupils with an EHC plan, the school will contribute to annual reviews in accordance with the statutory framework. Reviews will consider progress towards outcomes, the effectiveness of provision, the pupil's views and aspirations, parent/carer views, and advice from relevant professionals. Where appropriate, transition planning and preparation for the next stage of education will be considered.

The school will implement the provision specified in a pupil's EHC plan and will work with the local authority, parents/carers and relevant professionals where changes to provision or outcomes may be required.

Parents/carers may also request an EHC needs assessment from the local authority. The school will provide relevant evidence and seek the views of the pupil and parents/carers as part of the process.

Supporting Pupils with Medical Conditions

Reasonable Adjustments and Accessibility

The school will make reasonable adjustments for disabled pupils and consider accessibility in teaching, learning, assessment, behaviour support, communication, physical access, educational visits and wider school activities. SEND and disability

are not synonymous: a pupil may be disabled under the Equality Act 2010 whether they are identified as having SEN.

Reasonable adjustments will be considered on an individual basis, taking account of the pupil's needs and the school's duties under the Equality Act 2010. The school's Accessibility Plan should be read alongside this policy.

The school supports pupils with medical conditions in line with statutory guidance. Reasonable adjustments are made to ensure full access to education, including trips and physical education.

Monitoring and Evaluation

Attendance

The school will consider whether SEND-related barriers are contributing to absence or difficulty attending school. Where appropriate, staff will work with pupils, parents/carers and relevant professionals to identify barriers, consider reasonable adjustments and provide appropriate support. Attendance concerns will be managed in accordance with the school's attendance policy.

Behaviour and Exclusions

The school recognises that behaviour may communicate an unmet need. Where behaviour difficulties occur, staff will consider whether SEND, communication difficulties, sensory needs, emotional needs or other barriers are contributing and whether reasonable adjustments or additional support are appropriate. SEND will be considered as part of decision-making in relation to behaviour and exclusion, in accordance with the school's Behaviour Policy and relevant statutory duties.

SEND provision is monitored through pupil progress meetings, assessment data, intervention outcomes, work scrutiny, and pupil voice. Provision is reviewed annually to ensure effectiveness.

Training and Development

Staff training is planned in response to pupil needs. The SENCO attends local network meetings and termly SENDCo Development Days to remain up to date with SEND developments and shares good practice with staff.

Storing and Managing Information

SEND records are stored securely and shared on a need-to-know basis. Records are transferred to receiving schools when pupils move on.

Complaints

The school will seek to resolve SEND concerns collaboratively and at the earliest appropriate stage. Where concerns cannot be resolved through discussion with

school staff, parents/carers will be signposted to the school's formal complaints procedure and, where relevant, the local authority's SEND disagreement resolution and mediation arrangements. Where statutory appeal rights apply, parents/carers will be provided with appropriate information about the relevant process.

SEND Disagreements and Resolution

Parents/carers are encouraged to raise concerns initially with the class teacher or SENCO. If concerns remain, these should be escalated to the Deputy Headteacher and then the Headteacher.

Parents and carers can access independent information, advice and support through SENDIASS and POINT (Parents of Oldham in Touch), Oldham's parent carer forum.

Access to the Policy

This policy is available:

- On the school website
- As a hard copy from the school office on request

Reviewing the Policy

Policy owner: SENCO

Approved by: Governing Body

Review frequency: Annual

Next review: September 2027

Version: 2026/01

This policy is reviewed annually by the Governing Body.

Date of last review: January 2026