



Policy for Special Educational Needs and Disabilities (SEND)

2026- 2027

INTRODUCTION

- Mrs Emily Robinson works at West Street Primary School & Nursery as an Associate SENCO. SENCO is the abbreviation for Special Educational Needs Coordinator.
- Her contact details are email: emilyrobinsonsenco@weststreet.lancs.sch.uk or phone 01282 865840
- Mrs Robinson has several years' experience as a SENCo and received their National SENCO Award in 2019.
- Mrs Robinson is not a member of the Leadership Team (LT). The SEN advocate on the LT is the Head Teacher. This policy explains how West Street Primary School & Nursery 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 when 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 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:**

<https://www.westendprimaryschool.co.uk/special-educational-needs.html>

West Street Primary School & Nursery is a one form mainstream primary school with a Nursery for three and four year olds. We have been providing high standards of education to children, including those with SEND for over 100 years. We believe good practice for pupils with special educational needs is good practice for all, therefore we focus closely on good quality first teaching and adaptations for all.

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 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 abilities 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 Teaching and Learning Policy.

It is really important that in school we identify 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 when appropriate, more frequently than this. The SENCO liaises closely with the Leadership Team to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCO and Headteacher. An initial intervention plan may be put in place, then parents will be informed immediately. This will then be monitored in school for a given period of time. If further action is required, a Targeted Learning Plan (TLP) may be required following discussions with parents. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

When good quality teaching, intervention and adapted learning experiences are not having a positive impact on a child's achievement and progress AND 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 Inclusion Solutions (Specialist Teachers), Educational Psychologists, the Special Educational Needs and Disability 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.

In addition, factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations 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 a Looked After Child
- Being in receipt of Pupil Premium Grant
- Having a parent(s) who works in the Armed Forces

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 given the view 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.

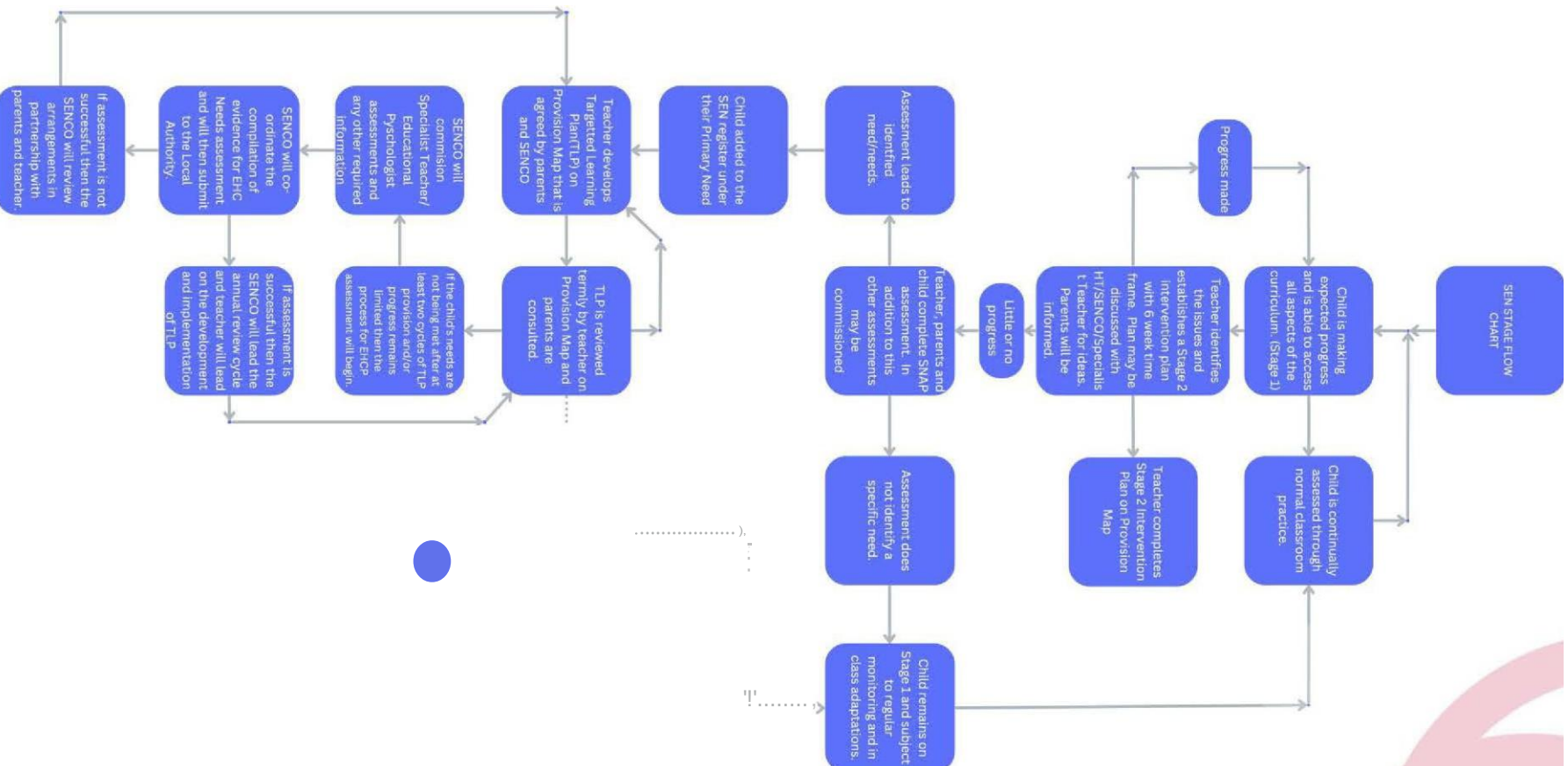
THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review

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 (updated 2021);
- 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.
- Pupils are only identified as SEN when 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 Targeted Learning Plan (TLP). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

- Additional intervention and support cannot compensate for a lack of good quality teaching;

West Street Primary School SEND Identification Process



TARGETED LEARNING PLAN CYCLE.

Autumn	Spring	Summer
Stage 2 Intervention Plans may be put in place and monitored for 6 weeks with the view to consider moving to a TLP as necessary. New TLPs are written for this term. These will be shared with parents and relevant staff.	Stage 2 Intervention Plans may be put in place and monitored for 6 weeks with the view to consider moving to a TLP as necessary. TLPs from previous term will have been reviewed and new targets set. Shared with parents and relevant staff.	Stage 2 Intervention Plans may be put in place and monitored for 6 weeks with the view to consider moving to a TLP as necessary. TLPs from previous term will have been reviewed and new targets set. Shared with parents and relevant staff. At the end of the summer term, staff will meet with the SENCO and new class teacher to discuss TLPs and next steps moving forward for the new school year.

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:

www.west-street.org

- Provision for any pupil with an existing ECHP will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Leadership Team. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Leadership Team and SENCO to ensure that the effectiveness and efficiency of provision are maximised.
- Pupils will have access to this provision on an evidenced-needs basis. 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, a request for Education Health and Care Needs Assessment may be made to the Local Authority and/or an assessment of the unmet needs may be carried out through the EHA (Early Help Assessment). Both of these processes involve parents, the pupil and all agencies working with the pupil (and their family as appropriate).

SUPPORTING PUPILS AND FAMILIES

The Local Authority's Local Offer (Regulation 53, Part 4) may be found on <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

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;

- The Local Authority's Local Offer also includes links to many other agencies which can support families and pupils;
- 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 the school 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 will endeavour 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.
- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) 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 EHCP.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office or the school website.

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 Personal Education Plan written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

- The SENCO, via the Head teacher, reports annually on the efficient and effective use of resources for pupils identified as having SEND through evaluation of the SEN Information Report;
- 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 Head teacher and SENCO collect and analyse tracking data for all pupils on the SEND register and use 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 liaises with the SEN Governor once per term and produces a report on the quality and effectiveness of SEND provision for termly Full Governing Body Meetings;

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;
- 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;
- 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;
- 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.

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 Targeted Learning Plans (TLPs) 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 TLP or Intervention Plan and focused in-class support whilst encouraging independence.

STORING AND MANAGING INFORMATION

- Hard copy documents relating to children with SEND are stored in a locked cupboard in school, electronic documents are saved on the Safeguard system - this requires both a password and authenticator for staff to access. Access to such documents is limited to only those who need them. All records relating to children who have left are passed to the new school as soon as is practical.
- Please refer to Privacy Statements.

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 in to 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 L.A. about improving practice;
 - Any factual changes, such as names of personnel.

ACCESSIBILITY

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer;
- School operates an Open Door policy so parents can contact the school office at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are sometimes available every morning before school and every afternoon immediately after school. We recommend parents make an appointment with their child's class teacher through the class dojo system or by phoning/popping in to the school office to arrange this.

DEALING WITH COMPLAINTS

- When 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 when further action is 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 on our website.

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Miss Sarah Watson	Headteacher
Mrs Emily Robinson	Associate SENCO
Mrs Carole Shorrocks	SEN Governor
Mrs Sandra Simpson	Chair of Governors
Mrs Catherine Duerden	Assessment Co-ordinator
Mrs Andrea Peake	Managing Medical Needs Responsibility
Mrs Andrea Peake	Designated Safeguarding Lead
Miss Sarah Watson	Managing PPG/CLA funding Responsibility