

Special Educational Needs and Disabilities Policy

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Ensure that all pupils, regardless of need or disability, have access to a broad, balanced and ambitious curriculum.
- Identify and provide for pupils who have special educational needs and/or disabilities as early as possible.
- Ensure that every child is valued, respected and enabled to achieve their full potential.
- Work in partnership with pupils, parents/guardians, governors and external agencies.
- Promote an atmosphere of encouragement, acceptance, sensitivity and inclusion.
- Ensure that staff are aware of and follow the procedures outlined within the SEND Code of Practice (2015).
- Provide appropriate support through a graduated approach.
- Prepare pupils successfully for transitions throughout their educational journey.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life [mainstream schools add:] so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

At Tonacliffe Primary School, equality and inclusion are at the heart of our ethos. We believe every child has the right to feel valued, respected and supported regardless of their needs, abilities, background or circumstances.

We recognise our responsibility to nurture all pupils and to remove barriers to participation and learning wherever possible. Through high-quality teaching, personalised support and effective partnership working, we strive to ensure every pupil can access the curriculum and wider school life. We work in accordance with Lancashire County Council guidance, the SEND Code of Practice (2015) and the Equality Act 2010. We are committed to making reasonable adjustments and ensuring disabled pupils have equitable access to education, enrichment opportunities and school facilities.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and Working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ➤ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ➤ A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Amy Griffiths (NASENCo Award) a.griffiths@tonacliffe.lancs.sch.uk .

She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made

- Work with the co-headteachers and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the co-headteachers and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the co-headteachers, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the co-headteachers, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the co-co-headteachers and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Danielle Mitchell.

The SEND governor will:

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

6.4 The headteacher

The co-headteachers will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/guardians' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

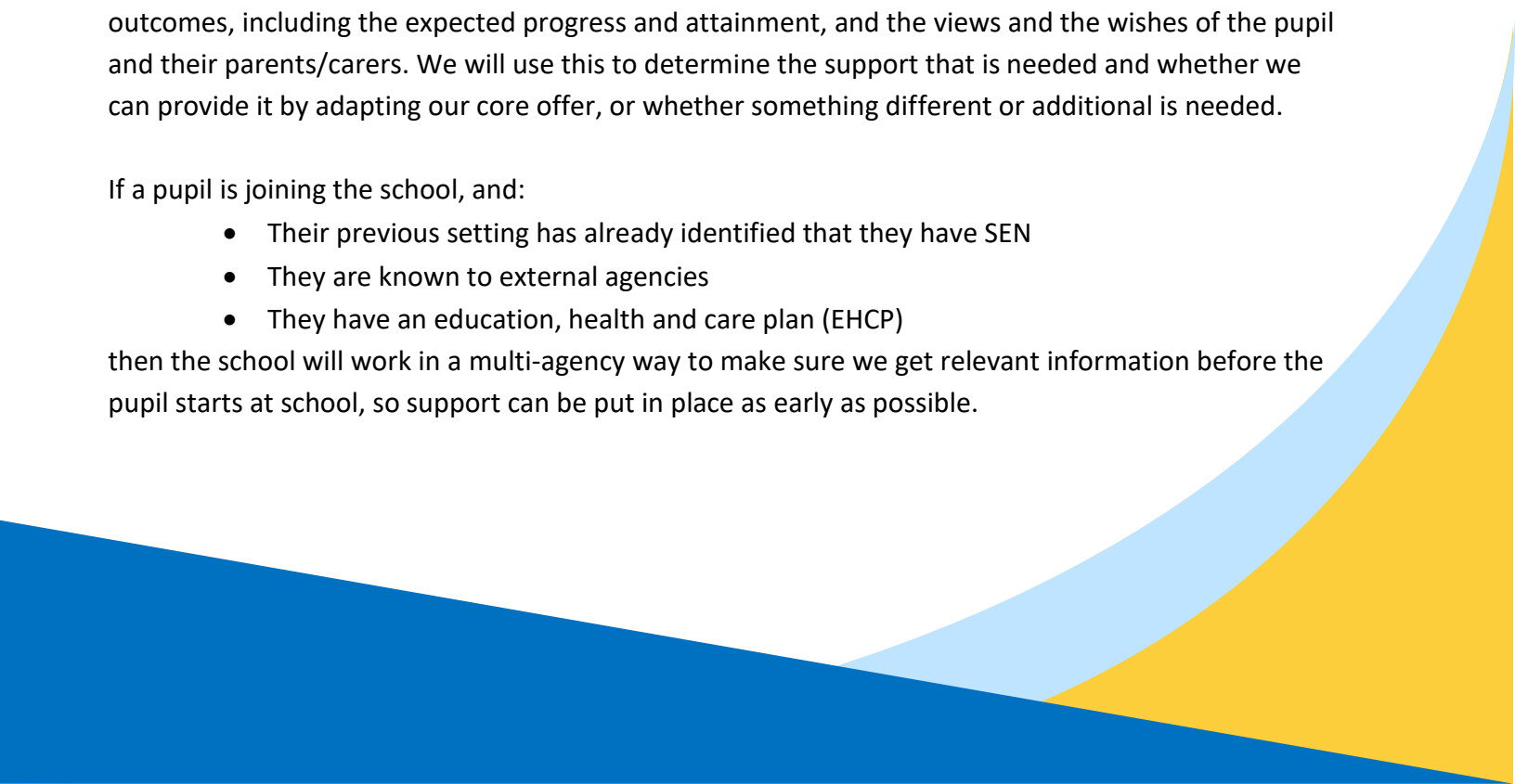
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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 it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.



The school identifies SEND by considering the whole child rather than fitting pupils into categories.

Needs are considered within four broad areas:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical Needs

When identifying SEND, the school also considers factors which may impact attainment but do not constitute SEND, including:

Attendance and punctuality

Health and welfare

English as an Additional Language

Pupil Premium eligibility

Looked After status

Service family status

The school celebrates strengths alongside identifying areas of need.

8.2 Consulting and Involving Pupils and Parents

Parents are recognised as the first and continuing educators of their children. The school will put the pupil and their parents/guardians at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/guardians. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/guardians have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision through the Pupil Passport system.

Where pupils are identified as having SEND:

- Parents are invited to review meetings three times each year.

- Pupils contribute to Pupil Passports where appropriate.
- Parents are involved in decisions regarding support and provision.
- Parents are consulted prior to referrals being made to outside agencies.
- Signed consent is obtained before referrals are submitted.

8.3 Graduated Approach

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the child's Pupil Passport.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Children receiving SEND Support have a Pupil Passport which:

- identifies strengths and needs
- outlines targets
- details agreed support strategies
- incorporates advice from external agencies
- lists the provision in place within school to help the child's needs be met

Pupil Passports are reviewed termly with parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

At Tonacliffe Primary School, the effectiveness of SEND provision is monitored and evaluated through a continuous cycle of assessment, review and improvement. The school is committed to ensuring that all pupils with SEND receive appropriate support, make progress from their individual starting points and are able to participate fully in school life.

The progress and attainment of pupils with SEND are regularly monitored by class teachers, the SENCO and senior leaders. Progress is tracked using the school's assessment systems, provision maps and, where appropriate, PIVATS assessments. Pupil progress meetings take place throughout the year to ensure that support remains effective and responsive to pupils' changing needs.

The effectiveness of interventions and additional provision is reviewed through the graduated approach of Assess – Plan – Do – Review. Pupil Passports are reviewed termly with parents, pupils (where appropriate) and staff, allowing targets, strategies and outcomes to be evaluated and amended as necessary. The impact of recommendations from external agencies is also monitored to ensure that advice is implemented effectively and contributes to improved outcomes for pupils.

The SENCO regularly monitors classroom practice, interventions, provision maps and pupil outcomes. Observations, informal discussions with staff, pupil voice activities and feedback from parents are used to evaluate the quality of provision and identify areas for development. The SEN Governor meets regularly with the SENCO to review SEND provision and monitor its effectiveness across the school.

For pupils with Education, Health and Care Plans (EHCPs), annual reviews are held in accordance with statutory requirements. These reviews involve pupils, parents, school staff and external professionals where appropriate, ensuring that progress towards agreed outcomes is evaluated and future provision is planned collaboratively.

The effectiveness of specialist equipment, resources and facilities is reviewed regularly in consultation with pupils, parents, staff and external agencies. Accessibility arrangements, reasonable adjustments and specialist resources are evaluated to ensure that they continue to meet individual needs and improve access to learning, the physical environment and wider school life.

Parental and pupil feedback is highly valued and forms an important part of the evaluation process. Through review meetings, annual reviews, questionnaires, informal discussions and the school's open-door policy, the views of pupils and families help to shape future provision and contribute to the ongoing development of inclusive practice across the school.

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Where absence is linked to a pupil's SEND, medical condition, social, emotional and mental health needs, or other additional needs, an individualised approach is taken. The SENCO, Family Support Worker, class teacher and senior leaders work collaboratively with families to identify appropriate support and reasonable adjustments that may help improve attendance and reduce barriers to learning.

Support may include:

- Regular communication between home and school.
- Individual transition arrangements at the start or end of the school day.
- Pastoral support, mentoring and emotional wellbeing interventions.
- Adaptations to the school day or learning environment where appropriate.
- Support from external agencies, such as health professionals, CAMHS, Inclusion Services or the School Health Team.
- Early Help involvement where additional family support is required.
- Reintegration plans following periods of absence.

Where pupils are unable to attend school for an extended period due to medical or SEND-related needs, the school will work with families, the Local Authority and relevant professionals to ensure continuity of education and maintain contact with the pupil. The effectiveness of support arrangements is reviewed regularly to ensure they continue to meet the pupil's needs and promote successful engagement with school.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Tonacliffe Primary School is committed to ensuring that all staff have the knowledge, skills and confidence to effectively support pupils with Special Educational Needs and Disabilities (SEND). Professional development is viewed as an essential part of maintaining high-quality provision and ensuring positive outcomes for pupils.

Training is regularly provided to teaching and support staff. The senior leadership team continuously monitor staff training needs and incorporate these into the school's programme of continuing professional development. Training needs are identified through observations, staff discussions, audits, pupil needs, recommendations from external agencies and school development priorities. New members of staff receive induction, which includes information about the school's SEND systems, procedures and the needs of individual pupils where appropriate.

The SENCO holds the NASENCO qualification and regularly attends specialist training, cluster meetings and professional development opportunities to remain up to date with current SEND legislation and best practice. Governors also undertake relevant training to ensure they fulfil their statutory responsibilities regarding SEND provision.

Staff have received training in a range of SEND-related areas, including:

Identification of SEND.

Autism Spectrum Disorder (ASD).

Social, Emotional and Mental Health (SEMH) needs.

Adverse Childhood Experiences (ACEs).

Emotional literacy approaches.

Use of the Boxall Profile and PSED PIVATS.

Welcomm screening and intervention.

Diabetes awareness and management.

Asthma awareness.

Anaphylaxis awareness.

First Aid.

Hearing impairment support strategies and communication approaches, including British Sign Language awareness.

The school works closely with a range of external professionals who provide advice, guidance and specialist training to staff when required. Recommendations from these professionals are shared with relevant staff and incorporated into classroom practice and intervention programmes.

Good practice is shared through staff meetings, professional discussions, observations and collaborative working. This ensures that staff remain responsive to the changing needs of pupils and are equipped to deliver inclusive, high-quality teaching and support for all learners.

[12. Links with external professional agencies](#)

At Tonacliffe Primary School, we recognise that we may not be able to meet all pupils' needs through school-based provision alone. Where additional advice, assessment or specialist support is required, we work closely with a range of external professionals and agencies to ensure that pupils receive the most appropriate provision and achieve the best possible outcomes. Parents/guardians are fully involved in discussions regarding referrals and their consent is sought prior to any referral being made.

The school maintains effective working relationships with a range of agencies and professionals, including:

Speech and Language Therapy Service

Occupational Therapy Service

CAMHS (Child and Adolescent Mental Health Services) – Rochdale / Paediatric Services - Lancashire

East Lancashire Child and Adolescent Service (ELCAS)

School Health Team and School Nursing Service

Specialist Teachers for Hearing Impairment and Visual Impairment [SEN policy 2025 | Word]

Rochdale SEN Assessment Team

Social Care Services where appropriate

Children and Family Wellbeing Services and Early Help Services

The school works collaboratively with these professionals to seek advice, carry out assessments, develop support strategies, provide staff training, and review the effectiveness of provision. Recommendations from external agencies are incorporated into pupils' Pupil Passports, SEND Support Plans, classroom practice and intervention programmes. Where a pupil's needs are significant and long-term, external professionals may contribute evidence towards an Education, Health and Care Needs Assessment (EHCNA) or an Education, Health and Care Plan (EHCP).

The SENCO acts as the main point of contact for external agencies and coordinates multi-agency working to ensure a joined-up approach to supporting pupils and their families.

13. Admission and Accessibility Arrangements

13.1 Admission Arrangements

Tonacliffe Primary School is a mainstream primary school. From September 2025, the school will operate as a one-form entry primary school, beginning with the Reception cohort and progressing through the school over time. As this transition is phased in, most year groups currently remain one-and-a-half form entry. The school operates an Early Years Unit which combines Nursery and Reception provision and offers places for children aged three years and above.

We are a maintained mainstream primary school. Admissions to the school are managed through Lancashire County Council's Pupil Access process and are allocated in accordance with the Local Authority's admissions criteria and procedures. All pupils, including those with Special Educational Needs and Disabilities (SEND), are welcome to apply for a place at the school.

Where a child has an Education, Health and Care Plan (EHCP), decisions regarding placement are made through the statutory consultation process coordinated by the Local Authority. As part of this process, Inclusion East at Local Authority may consult with the school to determine whether we are able to meet the child's needs and deliver the provision specified within the EHCP.

The school is committed to providing an inclusive environment and will make reasonable adjustments, where appropriate, to enable pupils with SEND or disabilities to access education and participate fully in school life. Where pupils with identified SEND are admitted, the school will liaise with previous settings, parents/carers and relevant agencies to ensure that appropriate provision and support are in place as early as possible.

For pupils with SEND joining the school, transition arrangements are carefully planned and may include additional visits, meetings with parents/carers, information sharing between settings and, where appropriate, multi-agency involvement to support a successful start at Tonacliffe Primary School

13.2 Accessibility Arrangements

We are committed to providing an inclusive environment in which all pupils can access learning, participate fully in school life and achieve their potential. In accordance with the Equality Act 2010, the school makes reasonable adjustments to ensure that disabled pupils are not treated less favourably than their peers and works proactively to remove barriers to participation, learning and achievement.

The school takes a graduated and personalised approach to supporting pupils with disabilities and additional needs. High-quality differentiated teaching, reasonable adjustments, specialist equipment, personalised targets and support from external agencies are used to ensure that pupils are able to access the curriculum and wider opportunities available within school. Individual needs are considered when planning learning activities, educational visits, extracurricular activities and transition arrangements.

The school provides a range of facilities, resources and auxiliary aids to support accessibility. These include visual timetables, picture prompts, adapted learning resources, writing slopes, pencil grips, iPads, laptops, headphones and specialist equipment recommended by external professionals. A disabled toilet with a height-adjustable changing bed is available for pupils, staff and visitors. The school also accesses specialist support and equipment through external

agencies where appropriate, including hearing impairment, occupational therapy and speech and language services.

The school works closely with parents/carers, pupils, Lancashire County Council and external agencies to identify and remove barriers to learning. Where necessary, risk assessments and support plans are developed to ensure pupils can safely access all areas of school life, including school trips, residential visits, clubs and enrichment activities.

The school's Accessibility Plan is available on the school website and from the school office on request. The Accessibility Plan outlines how the school will:

- Increase access to the curriculum for disabled pupils through high-quality teaching, reasonable adjustments, staff training and personalised support programmes.
- Improve the physical environment of the school by identifying and addressing barriers to access and considering accessibility when planning site developments and improvements.
- Improve the availability of information for disabled pupils, parents/carers and visitors by providing information in alternative formats where required and adapting communication methods to meet individual needs.

In line with Lancashire County Council's SEND Local Offer, the school is committed to promoting equality, inclusion and accessibility and seeks to ensure that all pupils are able to participate fully in the educational, social and wider opportunities provided by the school.

14. Complaints about SEND provision

Where parents/guardians have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see [the local authority's information regarding Dispute resolution, mediation and appeals.](#)

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/guardians

15.2 Monitoring the policy

This policy will be reviewed by the SENCO annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Positive behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Restrictive force policy
- Safeguarding / child protection policy
- Complaints policy

Policy written 24.07.2026

Policy to be reviewed July 2027

Appendix 1 - Taken from SEND code of practice 2014

Broad areas of need

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally

provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Appendix 2 Local offer

Accessibility and Inclusion

What the school provides

Tonacliffe Primary School is a mainstream primary school. From September 2026, the school will become a one-form entry school, starting with the Reception cohort. As this change is phased in year by year, the majority of year groups currently remain one-and-a-half form entry. The school also provides an Early Years Unit, incorporating both Nursery and Reception classes, for children aged three years and above.

There are two sections to the school building. The new part of the school building is fully accessible, with ramps to the main entrance. However, the old parts of the building, containing all Key Stage 2 classes, have a step at the doorway to each class. The doorways to the school hall also have steps. Some fire exits involve stairs and the access to the playground is via steps. A disabled toilet is available for pupils, staff and visitors, and this also contains a height adjustable changing bed.

All policies are available on the school website or on request. The school website contains information about the school day and a notice board by the main entrance displays information about school and community events. The school will endeavour to modify information as necessary for parents and families who have additional needs.

Classroom furniture is sized appropriately for children and adaptations are made where needed. Visual timetables and picture prompts are used to support children's access to resources and the curriculum. Activities/resources may be presented in different ways to suit the needs of individual children. Writing slopes and pencil grips are used where appropriate. Resources suggested/recommended by outside agencies are acquired.

The school provides a range of ICT programmes, iPads, headphones, netbooks, computers and each class has an interactive whiteboard. Two members of staff are trained in British sign language and are teaching key signs to other members of staff.

Teaching and Learning

What the school provides

At Tonacliffe Primary School early identification of SEND is vital and outside agencies can help with advice on the provision and use of intervention strategies. The school's SENCO (Special Educational Needs Coordinator) supports all class teachers in identifying pupils with SEND. The majority of pupils with SEND are identified in the Nursery and Reception classes. The class teacher meets with parents

at the earliest opportunity to alert them to any initial concerns with a follow up from the SENCO if this is deemed necessary. Pupils are then monitored using the assessment systems in the school and their needs are detailed on their pupil passport. Programmes of work are developed to best meet the needs of each individual pupil.

If necessary, school will involve outside agencies such as the school health team, speech and language therapists, educational psychology, inclusion team and the Children Family and Wellbeing Service.

In the case of pupils with a hearing impairment and/ or visual impairment, specialist teacher support will be accessed. For pupils with medical needs, a health care plan will be put into place with advice from relevant practitioners, for example, the school nurse, diabetic nurse etc.

Staff have received diabetes, first aid, asthma and anaphylaxis training. Inset has been delivered on how to identify children with SEN. Staff have also received training on how to support children with ASD and those who have experienced adverse childhood experiences. All teachers are trained in supporting children with social, emotional and mental health difficulties by implementing emotional literacy strategies and also are trained in assessing these needs using the Boxall Profile and the PSED PIVATS toolkit. Children in nursery are assessed using Welcom.

The school's curriculum is modified to meet the needs and development of each pupil. When sitting examinations, children with SEN can use a quiet room, 1:1 reader and scribe if they are required. Additional time may be requested.

The school has a provision map which identifies the interventions taking place in school each term, this is time limited and progress is monitored. All pupils are tracked using the Lancashire tracker.

Those working below national curriculum expectations for reading, writing or mathematics are assessed using the relevant PIVATs documents too.

Progress is monitored by the SLT and pupil progress meetings take place to ensure all pupils are making progress.

Reviewing and Evaluating Outcomes

What the school provides

Annual reviews are held at least every twelve months for children with an Education Health and Care Plan (EHCP). These are held every six months before the child's fifth birthday. Everybody working with the child is invited to submit advice on how to best meet the child's needs. Children with EHC plans have a one page profile which is then shared with everybody who works with the child and is updated when necessary.

Children with SEN have a pupil passport written termly or more frequently if needed. The passport is discussed at a meeting each term. Parents are invited into school for this and the SENCO and class teacher are both present. Parental views are paramount in ensuring effective provision.

If a child needs support additional to that provided by school, then school may request an education health care needs assessment (EHCNA request). The assessment involves collecting detailed information about your child's needs. Professionals involved may include:

Teachers or SENCOs (Special Educational Needs Coordinators).

Educational psychologists.

Health professionals (e.g., speech and language therapists, paediatricians).

Social care professionals (if applicable).

This stage can take up to 10 weeks but the timescales, from submission of the EHCNA request to a plan being written, should take no more than 26 weeks.

The effectiveness of provision is monitored and evaluated through the use of the provision map, which is updated half termly. The identification of needs on the passports also measures the effectiveness of the provision, as does the school's tracker. Meetings are held between the head teacher and class teachers at least three times a year to ensure that pupils are making progress.

Keeping Children Safe

What the school provides

Risk assessments for SEND pupils are carried out as necessary by class teachers to ensure pupils are safe in school. These are checked and approved by the SLT to ensure they are appropriate for the needs of the child.

Risk assessments for school trips are carried out by the class teacher and reviewed by the Educational Visits Co-ordinator. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and four weeks for a B visit (e.g. farms and residential). All venues are pre-visited and the risk assessments are then reviewed. All the staff are briefed before any visit takes place. First aid kits and medicines are taken along on the visits. All children must have appropriate clothing and the correct ratio for adults to children is ensured.

At the start of the school day, pupils in Early Years and Key Stage 1 enter the school through their classroom doors. Staff are available to talk to on arrival. Where necessary, pupils are met by a support assistant. Pupils in year 3 and 4 use the junior entrance and those in year 5 and 6 use the entrance at the front of school.

At the end of the school day, pupils in Early Years and Key Stage 1 are handed over to their parents/carers. In lower Key Stage 2, children are supervised and observed when being collected. Staff are available for pupils in upper Key Stage 2 if they are required.

All playtimes are supervised by staff members to ensure children's safety. Children who are identified as requiring extra support are provided with this. Parents can access the Positive Behaviour Policy and Anti-Bullying Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

The school will administer medication prescribed by a doctor. Parents must bring the medication to school in the morning and take it home at the end of each day. Parents must sign a form giving permission to the school to administer the medication on their behalf. Medicines are stored safely away from children.

Care plans are developed alongside parents, carers, medical practitioners and school staff. These plans are shared with school staff and are uploaded onto CPOMS.

A list of all medical conditions and allergies are available for staff from the office, school kitchen and the relevant classrooms.

School have a number of qualified first aiders whose training is regularly updated. We have a dedicated area in school to administer first aid treatment. Key staff are trained in how to support pupils with diabetes and asthma. In the event of an emergency school will follow the emergency procedures provided by the parents and/or in line with the school policy.

School follow advice provided by health professionals such as occupational therapy and speech and language therapy.



Communication with Parents

What the school provides

The school website gives details of school staff and position. The class teacher is the first point of contact who can then signpost parents to the relevant support body.

School operates an open-door policy and appointments can be made for parents to speak to their child's class teacher, head teacher and SENCO at any time. Please contact the school office to make an appointment.

School staff update parents regularly throughout the year through parents' evenings, SEN meetings, school reports, annual meetings and informal meetings when parents and staff feel necessary.

Any correspondence letters will be emailed to parents. Regular newsletters and the School Spider app keep parents up to date and provide reminders for parents.

The school offers parents' evenings, 'meet the teacher' evening, reading and mathematics workshops and 'parents and grandparents to play day' amongst other opportunities for parental engagement.

Parents give feedback to the school through the open-door policy, parental questionnaires and a feedback section on the school reports.

Working Together

What the school provides

Children in Years 2-6 have representatives from their class on the school council. Key Stage 2 classes have eco-committee members in every class.

PSHE lessons allow children to share their feelings in a safe environment. Class teachers have received training on emotional literacy and utilise strategies from this to support children. The Boxall Profile and/or PSED PIVATS are used to assess the needs of children who need additional support in regards to their social, emotional or mental wellbeing.

All staff in school are approachable and accommodating. A message section in reading record books allows parents to communicate with teachers informally, as does the open-door policy. Parents' evening is held twice a year and parents can arrange appointments to discuss their child's education at other times if they feel this is necessary. School reports are written annually and have a feedback form attached. SEN meetings and annual reviews invite parents to share their views.

All parents are welcome to join the 'Friends of Tonacliffe'. Vacancy notices for the governing body are sent out. School encourage parents to support activities in school such as reading with children and supporting forest groups.

What help and support is available for the family?

What the school provides

Parents can access help in completing paperwork from class teachers, the SENCO, teaching assistants and the senior leadership team as appropriate by contacting the class teacher. Parents can access advice and guidance on where to seek help and support from professional bodies through contacting the class teacher, SENCO and the senior management team. The Early Help Assessment is used to identify the needs of vulnerable children and to support parents in need of help.

School has a noticeboard with details of local groups and will endeavour to refer parents to local services if required. Newsletters are emailed to parents weekly detailing forthcoming events. If a pupil required a travel plan to get their child to and from school, this would be dealt with by the class teacher, SENCO, headteacher in conjunction with the local authority.

Transition to Secondary School

What the school provides

Tonacliffe Primary School has long established links with our local high school. Each year, parents are encouraged to visit prospective secondary schools in order to make an informed decision about their future. Pupils will visit their chosen secondary school for taster sessions and also the secondary teachers will visit Tonacliffe to help ease the transition from Year 6 to 7. Where additional support with transition is required, Tonacliffe offer small group sessions to prepare children more thoroughly and ease any anxieties they may have.

Extra Curricular Activities

What the school provides

A daily breakfast and after school club, FUNDA, is run by a private company at a small cost to parents. The same company run sports clubs after school each week as well as a holiday club. Some of the staff running these clubs also support some of our children during the school day, thus enabling children to build meaningful and trusting relationships.

In addition, wraparound care is available for children within the Early Years Unit. This provision is delivered by school staff, providing consistency of care and supporting smooth transitions between nursery, reception and extended childcare sessions. Having familiar adults available throughout the day helps young children to develop secure relationships, promotes wellbeing, and supports successful engagement in school life.

There are a wide variety of extra-curricular activities recorder, chess and choir. In addition to these, outside agencies come into school which are paid for by parents. These include keyboard, guitar, brass and woodwind tuition and sports clubs. The clubs are available at a low cost to all pupils in the designated age range assigned to that activity. Where there are children who require 1:1 support, we endeavour to make this available in order for them to access the activities.

Children in reception are assigned a buddy from year 5 when they first start school. They then keep the same buddy as they move into year 1. Each half term, the buddies spend some dedicated time together.

Personal, social and health education is integrated into daily teaching to ensure that children develop their skills in order to make friends and communicate appropriately with everyone. Children who experience particular difficulties with this have adult support in the form of friendship groups, which are provided during play and lunch times.

In addition, the school's Family Support Worker provides a range of mentoring and intervention activities for children experiencing social, emotional and mental health (SEMH) difficulties, friendship issues, emotional regulation challenges, low self-esteem, anxiety, attendance concerns and other barriers to learning. These sessions may take place on an individual or small-group basis and are designed to help children develop resilience, emotional literacy, self-confidence and positive relationships, enabling them to engage more successfully in school and the wider community.

Feedback

What is the feedback mechanism?

For pupils on the SEND register, parents are invited to meetings three times per year. The class teacher, deputy head or SENCO attend these meetings in order to ensure best outcomes for children. Parents' evening is held twice per year and a written report completed annually. Children with an EHC plan have an annual review in addition to the three pupil passport meetings. Everybody working with the child is invited to this review meeting. Parental views are a really important part of the feedback process and we encourage parents to share their perspective in order for us as school staff to learn from their experiences.

As children learn and develop, there will be times when communication needs to take place more often. It might be that a child has made incredible progress and we want to share this with parents, or that parents want to share this with the staff in school. Alternatively, a child might be experiencing difficulty in a certain area and strategies to support them need to be discussed. In most cases, these conversations would take place either when the parents are dropping off or collecting their child, or over the telephone. If the conversation is taking place in person, a quiet and private space would be used to ensure confidentiality, particularly when a child is struggling. Successes might be celebrated more openly.

Appendix 3 - Policy for Supporting pupils with medical conditions

Supporting Pupils with Medical Conditions Policy

1. Aims

At Tonacliffe Primary School, we understand that medical conditions requiring support at school can affect quality of life and may be life-threatening.

Our school will support pupils with medical conditions so that they have full access to education, including school trips and physical education.

This policy aims to:

- Make sure that pupils, staff and parents/carers understand how our school will support pupils with medical conditions
- Set out the roles and responsibilities for everyone in the school community in regard to pupils with medical conditions
- Set out the procedure for creating, reviewing and managing individual healthcare plans (IHPs)
- Set out how we will manage medicines in school
- Reassure parents/carers that the school will help their child feel safe, supported and included

The named person with responsibility for implementing this policy is Amy Griffiths (SENCO).

2. Legislation and statutory responsibilities

This policy meets the requirements under Section 100 of the Children and Families Act 2014, which places a duty on governing boards to make arrangements for supporting pupils at their school with medical conditions.

It is also based on the statutory guidance on supporting pupils with medical conditions at school and the Early Years Foundation Stage statutory framework from the Department for Education.

3. Roles and responsibilities

3.1 The governing board

The governing board has ultimate responsibility for making arrangements to support pupils with medical conditions.

The governing board will:

- Review this policy in a timely manner, in line with the relevant legislation and requirements
- Make sure that the policy sets out the procedures to be followed whenever the school is notified that a pupil has a medical condition
- Monitor practice, and staff training, in regards to pupils with medical conditions, in line with this policy
- The governing board delegates the day-to-day implementation of this policy to Mrs Joanne Heap/Mrs Charlotte Clutterbuck (co-headteachers).

3.2 The headteacher

The co-headteachers will:

- Make sure all staff are aware of this policy and understand their role in its implementation
- Make sure that there is a sufficient number of trained staff available to implement this policy and deliver against all individual healthcare plans (IHPs), including in contingency and emergency situations
- Make sure that all staff who need to know are aware of a child's condition
- Take overall responsibility for the development and monitoring of individual healthcare plans (IHPs)
- Make sure that school staff are appropriately insured and aware that they are insured to support pupils in this way
- Manage cover arrangements in the case of staff absence or turnover, to make sure a suitable staff member is always available, and supply staff are briefed appropriately about pupils' medical needs
- Approve risk assessments for school visits and school activities outside the normal school timetable that involve provision for pupils with medical conditions
- Contact the school nursing service in the case of any pupil who has a medical condition that may require support at school, but who has not yet been brought to the attention of the school nurse
- Make sure that systems are in place for obtaining information about a child's medical needs and that this information is kept up to date
- Implement systems for obtaining information about a child's needs for medicines and keeping this information up to date

3.3 Staff

Supporting pupils with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions, although they will not be required to do so. This includes the administration of medicines.

Those staff who take on the responsibility to support pupils with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.

Teachers will take into account the needs of pupils with medical conditions that they teach. All staff will know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

3.4 Parents/carers

Parents/carers will:

- Provide the school with sufficient and up-to-date information about their child's medical needs
- Provide evidence of appropriate prescription and written permission for medicines to be administered by staff
- Be involved in the development and review of their child's IHP, and may be involved in its drafting
- Carry out any action they have agreed to as part of the implementation of the IHP, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times

3.5 Pupils

Pupils with medical conditions will often be best placed to provide information about how their condition affects them. Pupils should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHPs. They are also expected to comply with their IHPs.

3.6 School nurses and other healthcare professionals

Our school nursing service will notify the school when a pupil has been identified as having a medical condition that will require support in school. This will be before the pupil starts school, wherever possible. They may also support staff to implement a child's IHP.

Healthcare professionals, such as GPs and paediatricians, will liaise with our school nurses and notify them of any pupils identified as having a medical condition. They may also provide advice on developing IHPs.

4. Equal opportunities

The school will adhere to the legal responsibilities under the Equality Act 2010 and will not unlawfully discriminate against any pupils. Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents/carers and any relevant healthcare professionals will be consulted.

5. Being notified that a child has a medical condition

When the school is notified that a pupil has a medical condition, the process outlined in Appendix 1 will be followed to decide whether the pupil requires an IHP.

The school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for pupils who are new to our school.

5.1 Obtaining information about medicines

The EYFS framework states that settings must include how they obtain information about a child's need for medicine, and a system for keeping this information up to date (see section 10 of this policy).

We will:

1. For new starters, send a form to all parent/carers of pupils after their place at the school has been confirmed, but before their first school year starts, to confirm any medicine(s) their child needs. Where a pupil has a new diagnosis and/or a pupil has moved to the school mid-term, we will send a form and put arrangements in place within 2 weeks
2. Send a reminder to parents/carers at the start of each year in a newsletter, as well as a form to complete, if their child requires certain medicine(s)

We ask that parents/carers proactively inform us by contacting the school office on 01706 344609 or an email to sbm@tonacliffe.lancs.sch.uk if their child's medical needs change during the school year.

6. Individual healthcare plans (IHPs)

The headteacher has overall responsibility for the development of IHPs for pupils with medical conditions. The day-to-day responsibility has been delegated to Miss Amy Griffiths (SENCO).

Plans will be reviewed at least annually, or earlier if there is evidence that the pupil's needs have changed.

Plans will be developed with the pupil's best interests in mind and will set out:

What needs to be done

When

By whom

Not all pupils with a medical condition will require an IHP. It will be agreed with a healthcare professional and the parents/carers when an IHP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the headteacher will make the final decision.

Plans will be drawn up in partnership with the school, parents/carers and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the pupil's specific needs. The pupil will be involved wherever appropriate.

IHPs will be linked to, or become part of, any education, health and care (EHC) plan. If a pupil has special educational needs (SEN) but does not have an EHC plan, the SEN will be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. This may include:

1. The medical condition, its triggers, signs, symptoms and treatments
2. The pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons

3. Specific support for the pupil's educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods, additional support in catching up with lessons, counselling sessions
4. The level of support needed, including in emergencies. If a pupil is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring
5. Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional, and cover arrangements for when they are unavailable
6. Who in the school needs to be aware of the pupil's condition and the support required
7. Arrangements for written permission from parents/carers and the headteacher for medication to be administered by a member of staff, or self-administered by the pupil, during school hours
8. Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the pupil can participate, e.g. risk assessments
9. Where confidentiality issues are raised by the parent/carer or pupil, the designated individuals to be entrusted with information about the pupil's condition
10. What to do in an emergency, including who to contact and contingency arrangements

7. Managing medicines

Prescription medicines will only be administered at school:

1. When it would be detrimental to the pupil's health or school attendance not to do so, and
2. Where we have parents/carers' written consent

The person administering the medicine will keep a written record. Parents/carers will always be informed on the same day the medicine has been administered, or as soon as reasonably possible.

The only exception to this is where the medicine has been prescribed to the pupil without the knowledge of the parents/carers.

Pupils under 16 will not be given medicine containing aspirin unless prescribed by a doctor.

Anyone giving a pupil any medication (for example, for pain relief) will first check recommended and maximum dosages for the pupil's age, and when the previous dosage was taken.

The school will only accept prescribed medicines that are:

1. In-date
2. Labelled

3. Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage

The school will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.

All medicines will be stored safely. Pupils will be informed about where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to pupils and not locked away.

Medicines will be returned to parents/carers to arrange for safe disposal when no longer required.

- **Controlled drugs**

Controlled drugs are prescription medicines that are controlled under the Misuse of Drugs Regulations 2001 and subsequent amendments, such as morphine or methadone.

A pupil who has been prescribed a controlled drug may have it in their possession if they are competent to do so, but they must not pass it to another pupil to use. All other controlled drugs are kept in a secure cupboard in the school office and only named staff have access.

Controlled drugs will be easily accessible in an emergency and a record of any doses used and the amount held will be kept.

- **Pupils managing their own needs**

Pupils who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents/guardians and it will be reflected in their IHPs.

Pupils will be allowed to carry their own medicines and relevant devices wherever possible.

IHPs will include procedure for staff to follow if a pupil refuses to carry out a necessary procedure or take medicine.

- **Unacceptable practice**

Although school staff will use their discretion and judge each case on its merits with reference to the pupil's IHP, they will keep in mind that it is not generally acceptable practice to:

- Prevent pupils from easily accessing their inhalers and medication, and administering their medication when and where necessary
- Assume that every pupil with the same condition requires the same treatment
- Ignore the views of the pupil or their parents/carers
- Ignore medical evidence or opinion

- Send children with medical conditions home frequently for reasons associated with their medical condition or prevent them from staying for normal school activities, including lunch, unless this is specified in their IHPs
- Send an ill pupil to the school office or medical room unaccompanied or with someone unsuitable (e.g. a fellow pupil who is not old or responsible enough)
- Penalise pupils for their attendance record if their absences are related to their medical condition, e.g. hospital appointments
- Prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Require parents/guardians, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their pupil, including with toileting issues. No parent/guardians should have to give up working because the school is failing to support their child's medical needs
- Prevent pupils from participating, or create unnecessary barriers to pupils participating in any aspect of school life, including school trips, e.g. by requiring parents/carers to accompany their child
- Administer, or ask pupils to administer, medicine in school toilets

8. Emergency procedures

Staff will follow the school's normal emergency procedures (for example, calling 999). All pupils' IHPs will clearly set out what constitutes an emergency and will explain what to do.

If a pupil needs to be taken to hospital, staff will stay with the pupil until the parent/carer arrives, or accompany the pupil to hospital by ambulance.

9. Training

Staff who are responsible for supporting pupils with medical needs will receive suitable and sufficient training to do so.

The training will be identified during the development or review of IHPs. Staff who provide support to pupils with medical conditions will be included in meetings where this is discussed.

The relevant healthcare professionals will lead on identifying the type and level of training required and will agree this with Miss Amy Griffiths (SENCO). Training will be kept up to date.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the pupils
- Fulfil the requirements in the IHPs
- Help staff to have an understanding of the specific medical conditions they are being asked to support with, their implications and preventative measures
- Healthcare professionals will provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

All staff will receive training so that they are aware of this policy and understand their role in implementing it – for example, with preventative and emergency measures so that they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction.

10. Record keeping

The governing board will ensure that written records are kept of all medicine administered to pupils for as long as these pupils are at the school. Parents/carers will be informed if their child has been unwell at school.

IHPs are kept in a readily-accessible place that all staff are aware of.

10.1 Recording information about medicines

The EYFS framework states that settings must include how they obtain information about a child's need for medicine (see section 5 of this policy), and a system for keeping this information up to date.

We will:

- Enter each pupil's medicine need in the school's system
- Update our records when parents/carers of pupils inform us of changes to their child's needs
- Keep a record of changes, labelling the most recent record for each child
- Make sure that all staff have access to records so that they are informed about pupils' medical needs
- Securely hold this information digitally in accordance with the UK GDPR
- Inform parents/carers about how they can access their child's information (provided no relevant exemptions apply to their disclosure under the Data Protection Act 2018)

11. Liability and indemnity

The governing board will ensure that the appropriate level of insurance is in place and appropriately reflects the school's level of risk.

The details of the school's employer's liability insurance are managed by Lancashire County Council.

12. Complaints

Parents/guardians with a complaint about the school's actions in regard to their child's medical condition should discuss these directly with the headteacher in the first instance. If the headteacher cannot resolve the matter, they will direct parents/guardians to the school's complaints procedure.

13. Monitoring arrangements

This policy will be monitored by Miss Amy Griffiths (SENCO).

It will be reviewed and approved by the governing board every year.

14. Links to other policies

This policy links to the following policies:

- Anaphylaxis policy

- Accessibility plan

- Complaints

- Equality information and objectives

- First aid

- Health and safety

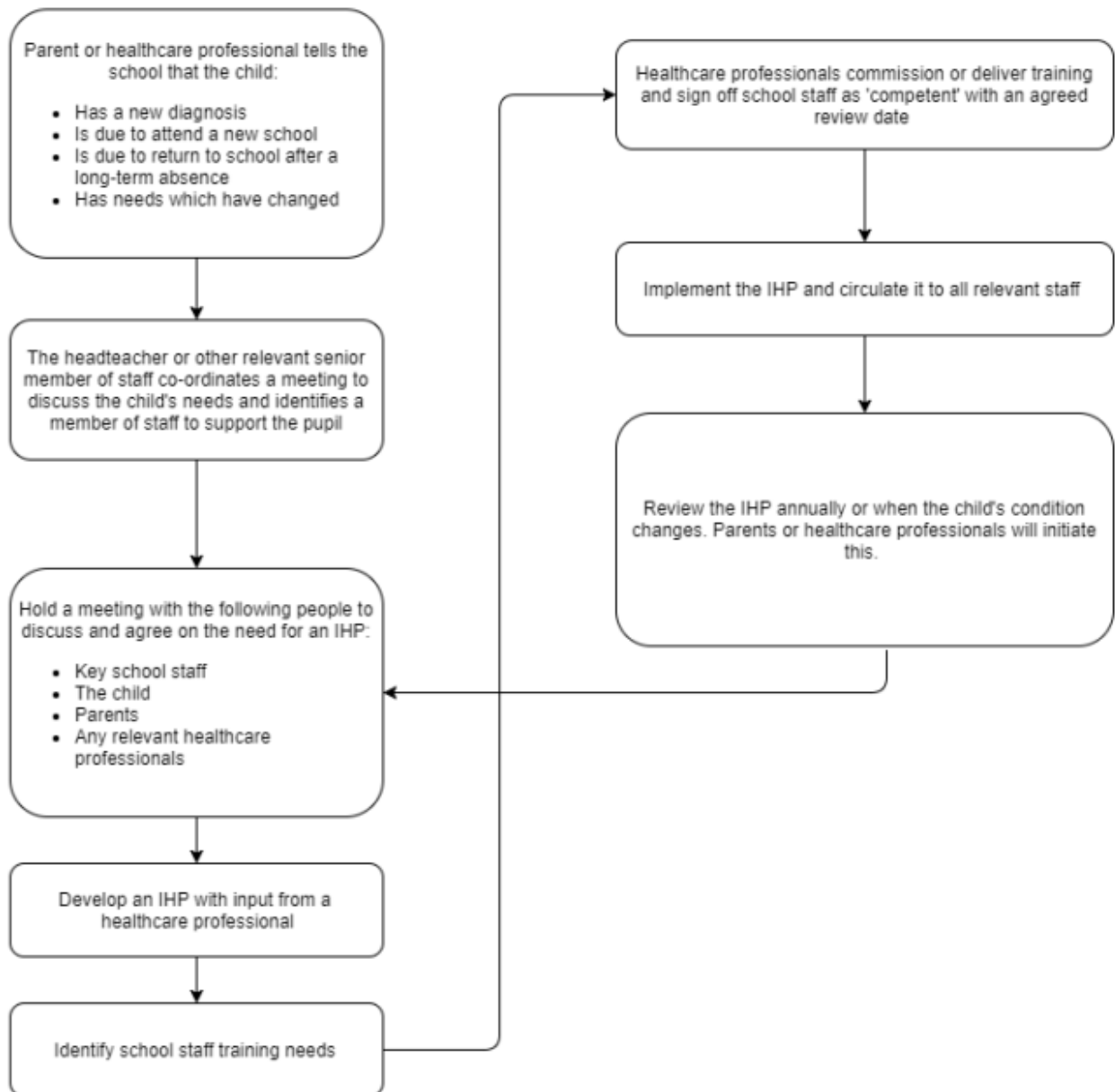
- Safeguarding

- Special educational needs information report and policy

- Procedure to prevent the spread of infection (if not included in appendix 2)



Appendix 1: Being notified a child has a medical condition



Appendix 2: Procedures for children who are sick or infectious

- Pupils who have an infectious disease shouldn't attend school/nursery
- Parents should notify the school if their child has an infectious disease
- If a pupil becomes unwell during the day – for example, they have a temperature, sickness, diarrhoea or stomach pains – the parents or carers will be contacted to collect their child
- Pupils with a temperature, sickness, diarrhoea or an infectious disease should not attend school/nursery while they are sick. Depending on the sickness, staff may ask parents to take their child to the doctor before they return to school
- Staff will notify parents if a risk to other pupils exists

Children with specific infectious diseases set out in the UK Health Security Agency's exclusion table will not be allowed to return to school/nursery until the appropriate exclusion period has passed.

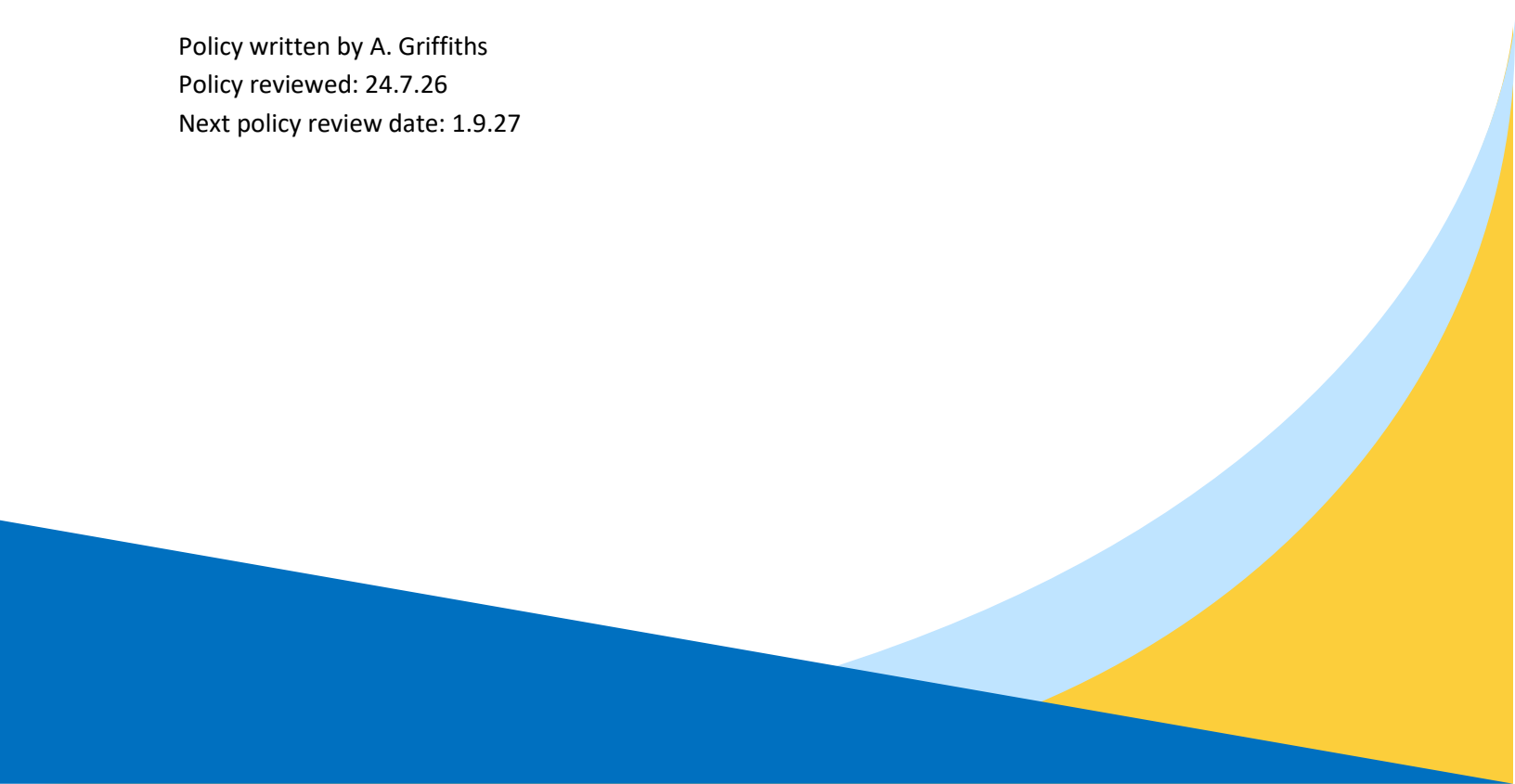
We will take the following steps to prevent the spread of infection:

- Reducing or eliminating sources of infection through good hygiene practices
- Good handwashing practice
- Encouraging and facilitating healthy eating
- Ensuring that regulated food hygiene standard requirements in the maintenance of food preparation areas and preparation of food are followed
- Championing and educating staff, parents, carers and pupils on the importance of immunisation as a tool against infection (while recognising the individual's right to choose)
- Establishing a daily cleaning routine for:
 - Nappy changing facilities
 - Play areas
 - Toys, activities and equipment

Policy written by A. Griffiths

Policy reviewed: 24.7.26

Next policy review date: 1.9.27



TONACLIFFE PRIMARY SCHOOL

Policy for the Administration of Medicine in School

If a child is well enough to attend school, but a doctor has advised that it is essential for medicine to be taken during the school day, **parents are welcome to come into school to administer it.** If you need to do this, please come to the main entrance and we will arrange for your child to be brought to you. It will help if you let us know in advance of your intention to do this.

If it is not possible for you to come in, you may request that the Co-headteachers or a member of staff administer the prescribed medicine. In such cases, please note:

- Medicines are only administered at the discretion of the Co-headteachers. Please be aware any medicines which are not prescribed by the doctor will not be administered. Any prescribed medicines being brought into school must have a clear prescription label, with the child's name, dosage details and expiry date. The information for patients' leaflet must also be provided and the medicines must be kept in the correct container.
- Staff are unable to split tablets or administer split tablets.
- The attached consent form must be signed before the Co-headteachers considers whether to agree to the request. If it is agreed to, the parent automatically accepts full responsibility for any consequences arising from the child taking the medicine. Neither the school nor any individual member of staff can be held responsible for any such consequences.
- **Medicines must be handed in by an adult to a member of staff at the main office,** and must be collected from the school office by an adult at the end of each day. Under no circumstances are children allowed to carry medicines into school, and school staff are not allowed to hand medicines to children to take home.
- It is the child's responsibility to come to the Co-headteachers (or other designated member of staff) for the medicine to be administered.
- The school cannot accept responsibility for medicines not being administered if any of the above conditions are not observed.

Please complete the attached consent form if you are requesting that medicine be administered to your child by a member of school staff. Medicines will not be administered without this.

TONACLIFFE PRIMARY SCHOOL

Request for Administration of Medicine at School

Please administer to my child. I have read and agree to the school's conditions for the administration of medicine, and I accept full responsibility for any consequences that may arise following its administration. I understand that the Co-headteachers reserves the right to decline this request.

Name of Child _____ Class _____

Name of Prescribed Medicine _____

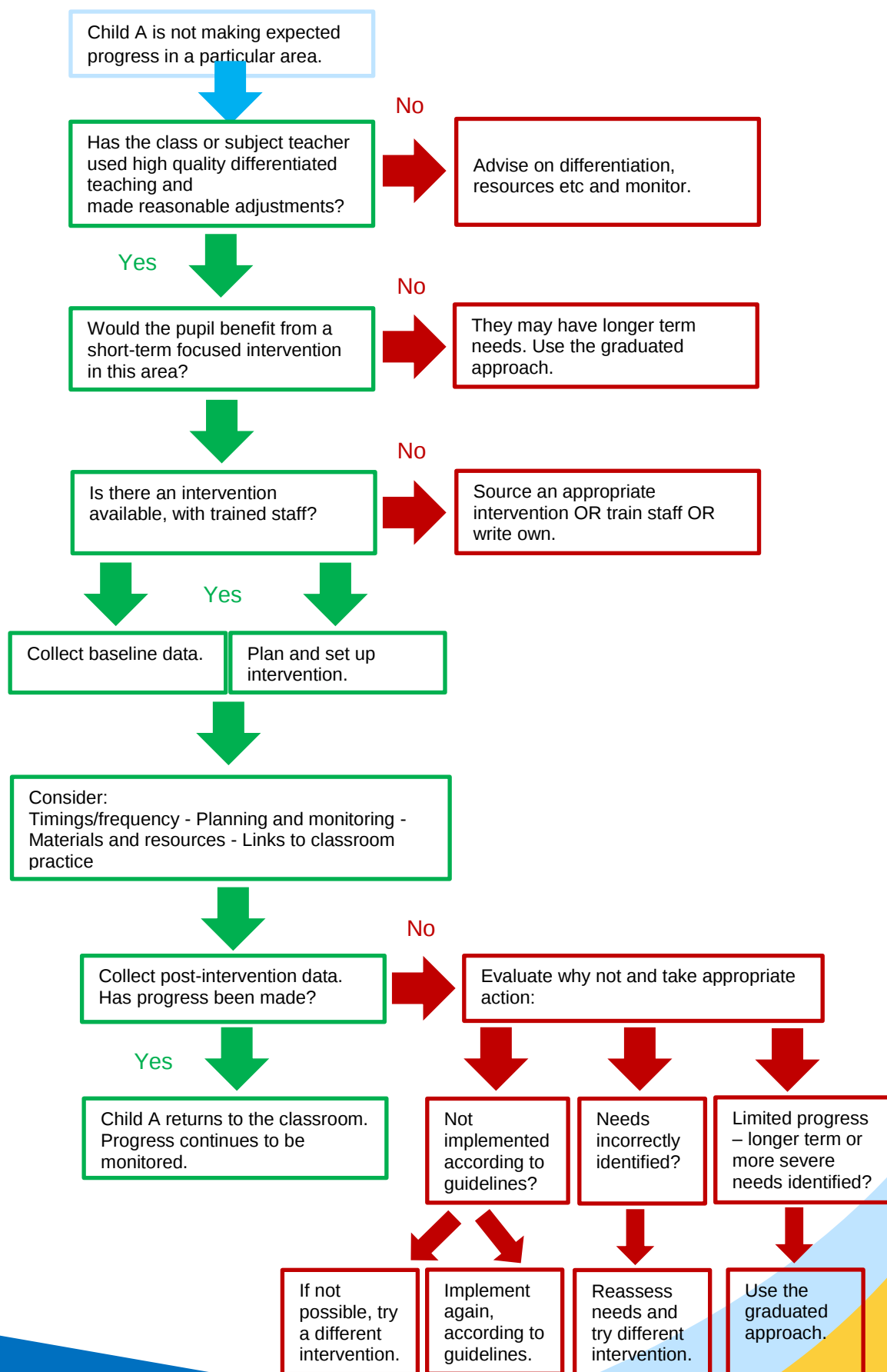
Start date of medication _____ End date of medication _____

Dosage _____ Time of administration _____

Signature of parent _____ Date _____

Request approved/declined _____ (Co-headteachers)

Appendix 4 – Intervention decision making flowchart



Appendix 5 Accessibility plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which pupils with disabilities can participate in the curriculum

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Tonacliffe Primary School, equality and inclusion are at the heart of all we do. We believe that every child has the right to feel valued, respected, and supported to achieve their full potential, regardless of their needs, abilities, background or circumstances.

We are committed to creating a nurturing and inclusive environment where barriers to learning are identified and reduced. Through high-quality, differentiated teaching and personalised support, we ensure that all pupils can access a broad and balanced curriculum. We recognise that children learn in different ways and that some pupils may require additional support to succeed. Our focus is always on meeting individual needs while celebrating each child's strengths.

Partnership working is a key aspect of our inclusive approach. We work closely with parents, carers, governors, staff and external agencies to ensure that children receive the support they need. We value parents as the first educators of their children and encourage their active involvement in decision-making and review processes.

Tonacliffe is dedicated to ensuring that all pupils can participate fully in every aspect of school life. Reasonable adjustments, accessibility planning, pastoral support, and anti-bullying measures help to promote a sense of belonging and ensure that every child feels safe and included. By fostering respect, acceptance, resilience, and opportunity for all, we aim to create a school community where diversity is celebrated and every pupil is empowered to thrive.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Tonacliffe Primary School follows the guidance and procedures set out by Lancashire County Council to promote equality, inclusion, and accessibility for all pupils. The school works in partnership with Lancashire's SEND Local Offer and relevant external agencies to ensure that children and young people with Special Educational Needs and Disabilities (SEND) can access appropriate support, services, and educational opportunities.

In line with the Equality Act 2010, the school is committed to making reasonable adjustments and removing barriers that may prevent pupils from fully participating in school life. Accessibility is considered when planning the curriculum, educational visits, extracurricular activities, communication with families, and the physical environment of the school.

The school's procedures ensure that pupils with SEND, disabilities, and medical needs are identified early and provided with appropriate support through a graduated approach. Where necessary, advice and involvement are sought from Lancashire County Council services and other specialist agencies to ensure provision meets individual needs. The effectiveness of this provision is regularly reviewed in partnership with pupils, parents, staff, governors, and external professionals to promote positive outcomes and equal opportunities for all.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND and disabilities	High-quality, adaptive teaching is provided for all pupils. Pupil Passports identify strengths, needs and reasonable adjustments . Staff receive training to meet identified needs. External agencies provide specialist advice where required.	Short term: Ensure all staff are aware of individual pupil needs and strategies. Medium term: Continue to develop staff expertise through training and agency support. Long term: Maintain an inclusive curriculum where all pupils can access learning and make progress from their starting points.	Review Pupil Passports at least termly. Deliver staff training. Continue to monitor progress of pupils with SEND. Implement recommendations from external agencies. Ensure quality-first teaching remains a priority.	SENCO Headteacher Class teachers	Ongoing - reviewed termly	Pupils make progress from their starting points. Staff demonstrate awareness of individual needs. Learning is appropriately adapted and accessible.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access to the physical environment	Accessibility considerations are included in school planning. Individual pupil needs are considered when arranging classroom layouts, visits and activities. Physical environment improvements are discussed and reviewed as part of accessibility planning.	Short term: Identify any barriers within the school environment. Medium term: Make adjustments where required to support access. Long term: Ensure the school environment remains accessible to pupils, staff and visitors with disabilities.	Conduct regular accessibility audits. Review individual pupil requirements. Consider accessibility when making site improvements and purchasing resources.	SENCO Headteacher Site Manager	Annual review and as required	Physical barriers are identified and addressed. Pupils, staff and visitors can safely access school facilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access to learning and the school environment for pupils with hearing impairments	Staff are aware of pupils' hearing needs and make reasonable adjustments within lessons. Parents and external professionals are consulted regarding support strategies.	Ensure hearing-impaired pupils can fully access learning, social opportunities and the wider curriculum.	Provide staff training on hearing impairment. Promote deaf awareness amongst pupils. Ensure classrooms are adapted to minimise background noise and optimise listening conditions. Work with families and specialist teachers to encourage consistent use of hearing aids. Address any bullying or misconceptions promptly.	SENCO Headteacher Class teacher External agencies	Reviewed termly	Pupils report feeling included and understood. Hearing aids are worn more consistently. Incidents relating to disability-based teasing reduce. Pupils access learning successfully and make expected progress.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve accessibility for pupils with physical and medical needs	Individual needs are considered and reasonable adjustments are made where necessary.	Ensure pupils with physical differences or medical needs can access all areas of school safely and confidently.	Complete individual risk assessments and accessibility reviews. Liaise with parents and health professionals regarding any adjustments required. Promote understanding and acceptance amongst peers.	SENCO Headteacher Class teacher	Reviewed termly	Pupil accesses all areas of school safely. Staff understand and respond appropriately to needs. Parents report satisfaction with provision.
Support independence and personal care needs	School works closely with parents and adapts support according to individual need.	Develop independence and dignity for pupils not yet toilet trained.	Create and implement an intimate care plan. Train relevant staff. Liaise regularly with parents and any involved professionals. Monitor progress towards toileting goals.	SENCO Class teacher TAs	Prior to September Reviewed half termly	Personal care needs are met safely and respectfully. The pupil demonstrates improved independence over time. Staff follow procedures consistently.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils, parents and visitors with disabilities	The school operates an open-door policy and maintains regular communication with parents. Information is shared through meetings, reports and reviews. Individual communication needs are taken into account.	Short term: Ensure information is available in suitable formats when required. Medium term: Review communication methods with families and stakeholders. Long term: Develop accessible communication systems that meet the needs of all members of the school community.	Consult with parents regarding communication preferences. Provide information in alternative formats when needed. Review communication procedures annually.	SENCO Headteacher Office Staff	Ongoing – reviewed annually	Information is accessible to all stakeholders. Parents report effective communication with school.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Promote inclusion and participation in all aspects of school life	Pupils with SEND are supported to access school trips, clubs, PE and extracurricular activities. Anti-bullying procedures, buddy systems and pastoral support help pupils feel safe and included.	Short term: Identify any barriers to participation. Medium term: Increase opportunities for all pupils to be fully involved in school activities. Long term: Maintain a culture where diversity is valued and all pupils have equal opportunities.	Risk assess activities individually. Make reasonable adjustments where required. Monitor participation and gather pupil and parent feedback.	SENCO Equality and engagement lead Headteacher Educational Visits Coordinator Class Teachers	Ongoing – reviewed termly	Pupils with SEND participate in the full range of school activities. Feedback indicates that pupils feel included and valued.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to mainstream learning for pupils with SEMH needs	Alternative provision and reduced-stimulation environments are used when required. Staff provide graduated support and pastoral intervention.	Increase successful engagement in mainstream classroom activities while maintaining emotional wellbeing.	Review individual support plans. Develop phased reintegration opportunities. Implement sensory regulation and emotional regulation strategies. Provide staff training and seek external advice where needed.	SENCO Headteacher Class teachers External agencies	Ongoing, review termly	Pupils successfully access mainstream lessons for increasing periods of time. Reduced incidents of dysregulation. Improved attendance, engagement and wellbeing.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve support for pupils with sensory processing and emotional regulation difficulties	Nurture approaches, pastoral support and flexible provision are already used.	Reduce barriers caused by sensory overload and difficulties with emotional understanding and regulation.	Develop sensory-friendly spaces and regulation resources. Provide staff training in sensory processing and emotional regulation. Implement visual supports and personalised regulation plans. Continue liaison with the Local Authority regarding specialist provision.	SENCO Headteacher External agencies	Ongoing, reviewed termly	Pupils demonstrate improved emotional regulation. Reduced incidents of sensory overload. Increased participation in learning and social activities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access and inclusion for pupils with complex learning needs	Differentiated teaching, personalised targets and Pupil Passports are in place.	Ensure pupils working significantly below age-related expectations can access learning and school life successfully.	Maintain a highly personalised curriculum for pupils requiring it. Provide targeted interventions. Adapt educational visits, enrichment activities and transition arrangements. Monitor progress against individual outcomes.	SENCO Class teachers TAs	Ongoing, reviewed termly	Pupils make progress towards personalised outcomes. Increased participation in classroom and wider school activities. Successful transition arrangements are in place.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Strengthen partnership working with families and external agencies	Parents are involved in review meetings three times per year. School works closely with Lancashire County Council services, health professionals and other external agencies to support pupils' needs.	Short term: Maintain effective communication with families. Medium term: Increase stakeholder involvement in planning and reviewing provision. Long term: Sustain strong multi-agency working to improve outcomes for pupils.	Schedule regular review meetings. Seek parental feedback. Liaise with external agencies and implement recommendations. Monitor effectiveness of support arrangements.	SENCO Headteacher Class Teachers	Ongoing – termly reviews	Parents feel informed and involved. Recommendations from agencies are implemented. Positive outcomes are achieved for pupils.

Promote equality, understanding and acceptance of difference	PSHE, circle time, anti-bullying work and pastoral support promote inclusion and respect.	Short term: Increase pupils' understanding of individual differences, disabilities and additional needs through PSHE, assemblies and class discussions. Medium term: Develop consistent whole-school approaches that promote inclusion, challenge stereotypes and encourage positive attitudes towards diversity. Long term: Embed a culture where diversity is celebrated, all pupils feel valued and respected, and differences are recognised as	Deliver age-appropriate awareness activities around disability, communication differences and inclusion. Monitor incidents of bullying or discrimination and respond promptly. Celebrate diversity across the curriculum.	Equality and engagement lead SENCO Headteacher Class teachers	Ongoing throughout the academic year	Pupil voice demonstrates positive attitudes towards diversity. Reduced incidents of prejudice-based behaviour. Pupils with additional needs report feeling included, respected and represented within school life. Staff consistently promote inclusive practices.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		strengths within the school community.				

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy

