



# St Thomas Martyr CE Primary School

Special Educational Needs Policy  
2025/2026

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## Our Christian Vision

Our school vision is to support children to value, celebrate and nature their individual skills and talents. All our children will reach their full potential and will learn how to recognise and manage challenge. We believe an understanding and life-long love of learning is essential in our rapidly evolving world. We will give our children the tools to drive and organise their own learning so that they can grow and thrive in life.

Our school has 7 core values:

Kindness; Trust; Forgiveness; Perseverance; Hope; Love and Respect

'May all that we do be done with love' Corinthians 16:14

## Section One

### Aims

\* Our guiding principle is one of inclusion, we value all the pupils in our school equally. We want to identify and break down possible barriers to learning to enable our children to reach their full potential.

### Objectives

- \* To provide a system for the early identification and continuing development of children with SEND
- \* To seek the views of the child and take them into account.
- \* To raise aspirations of and expectations for all pupils with SEN
- \* To provide all staff with the knowledge and understanding and confidence to enable children with SEND to achieve their full potential
- \* To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- \* To work effectively with parents and carers and relevant outside agencies to fully meet the needs of children with SEND.
- \* To work within the guidance provided in the SEND code of Practice 2014.

\* To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.

\* To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy

## **Section Two**

### **Legislation and Guidance**

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

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

## **Section Three**

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

## **Section Three**

### **Identification and Assessment**

At St Thomas the Martyr we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs.

#### **Early Identification**

We recognise that if a child has an identified special need then the earlier action is taken, the more effective it is likely to be.

Early identification of SEN is essential. Children in the Early Years Foundation Stage will be screened using the Wellcomm Toolkit and all children not meeting age related experiences will receive intervention to raise their attainment.

#### **St Thomas the Martyr pathway to Inclusion**

The first response to low/poor progress in a child should be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the teacher will share their concerns in discussion with the parents, the child, the SENCo and the senior leadership team through regular progress meetings.

Pupils identified with SEN will have an Individual Pupil Plan (IPP) created which will be shared with the child and their parents. These will be reviewed every 6 weeks. If it is felt that other agencies need to become involved, then a further discussion with parents and the child will take place.

If a child does not have SEN but is struggling to make progress then the SENCo will give the teacher advice and strategies for use in the classroom.

'A pupil has SEN where their learning difficulty or disability call for special educational provision, different from or additional to that normally available to pupils of the same age' (2014 SEN Code of Practice)

## **Four broad categories of need**

- Communication and Interaction (Including speech, language and communication difficulties ASD)
- Cognition and learning (MLD, SLD, SpLD and PMLD)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Other factors which may impact on progress and attainment that are NOT SEN may include:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of a Serviceman/woman

## **Section 4**

### **A Graduated Approach to SEN Support**

'All teachers are teachers of SEN children' (Code of practice, 2014)

- All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

At St Thomas the Martyr we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We hold termly progress meetings with the head and deputy where we can discuss what progress is being made and what interventions need to be put in place. This also provides us with an opportunity to review and where necessary improve teachers understanding of strategies to identify and support vulnerable pupils in their knowledge of the SEN most frequently encountered.

Through discussion with the teacher, SENCO and Head teacher a decision will be made on whether to make special educational provision for an individual child through careful consideration of all information gathered within school about the pupil's progress, alongside national data and expectations of progress. We also consider high quality and accurate formative assessment using a variety of effective tools and early assessment materials.

Where necessary and through discussion with parents, we will draw on more specialised assessments from external agencies and professionals for those children with higher levels of need. Within every step of the schools process parents are informed and involved in this process. We value parents' knowledge and support and where possible we include the needs and thoughts of the child.

Where it is determined that a pupil does have SEN (see St Thomas the Martyr pathway to inclusion), parents will be formally advised of this and the child will be added onto the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents. The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome.

## **Plan**

Planning will involve the SENCO, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. Individual Pupil Plans are put in place for children on SEN support and children and parents are informed and targets are shared.

## **Do**

The class teacher remains responsible for working with the child on a day to day basis. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strength and weaknesses, problem solving and advising of implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The SENCO and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.

## **The Engagement Model**

The engagement model is an assessment tool used to support children who are working below the level of the national curriculum. The main 5 areas of this model are: exploration, realisation, anticipation, persistence and initiation.

The model identifies and celebrates pupil progress by measuring the different ways in which children are being engaged for learning. This involves regular observational assessment conducted by somebody who knows the child well such as the class teacher, teaching assistant or SENCO, so that additional educational barriers are identified. This will also allow clear assessments of a child's needs from a different angle, other than or in addition to the existing pupil plans and assessments already in place.

The model uses a pupil centred approach that focuses on their abilities and can be used to track their development throughout the year. Teachers assess the child against each area of engagement (see above) and this enable a continuous cycle of 'assess, plan, do, review' which enables the child's progress to be measured over time.

## **Section 5**

### **Managing Pupils' needs on the SEN Register**

Once a child has been identified as having additional needs then the class teacher has a number of responsibilities which they need to implement. The SENCO and the headteacher will be on hand to offer support as needed.

- The class teacher is responsible for creating Individual Pupil Plans (IPPs) for the child and these will be shared with the teaching assistant, the child and the child's parents. These IPPs will be reviewed every 6 weeks. The teaching assistant records on a weekly basis the learning that has taken place in regards to these targets and they also record why any intervention hasn't taken place e.g. if a child is absent.
- The class teacher is responsible for recording any additional intervention on the class provision map. They will record what intervention is taking place, how often and who will be delivering it. They will record the child's assessment prior to the intervention taking place and at the end of the intervention so that we can review the impact of the additional support.
- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education and Health Care Plan) may need to be considered and the involvement of the School Educational Psychologist.
- At this stage the Early Help Assessment (EHA) will be the main tool for gathering information about the child. Once the EHA has been completed, regular EHA meetings should be held to which parents, teachers and all agencies working with the child are invited. A record of the meeting should be completed on the EHA form. Copies of the EHA forms are sent to all involved with the child.
- The school is able to call on the services of the Educational Psychology Service, IDSS (Inclusion Disability Support Service), Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (CAMHS) and Social Services. The School Nurse and Doctor also give access to outreach services for the

Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy Services.

### Referral for Education, Health and Care plan (EHC)

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process which is usually requested by the school but can be requested by the parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi-agency approach to assessing that need to planning provision and identifying resources is required.

The application for an EHC will combine information from a variety of sources;

Child's voice  
Parents  
Teachers  
SENCO  
Social Care  
Health professionals  
Specialist teachers  
Educational psychologists

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

## **Safeguarding**

At our school, safeguarding children with Special Educational Needs and Disabilities is a core priority, underpinned by statutory guidance including the *SEND Code of Practice (0-25 years)* and *Keeping Children Safe in Education (2025)*. We recognise that children with SEND may face increased risks of abuse and neglect due to factors such as communication difficulties, social

isolation, or a reliance on others for personal care. We ensure that all staff are trained to identify and respond to safeguarding concerns that may present differently in children with SEND. Our approach is child-centred and inclusive, ensuring that pupils with SEND are supported to express their views and are actively involved in decisions affecting their safety and wellbeing. We work collaboratively with families, external agencies, and the Designated Safeguarding Lead to ensure that safeguarding measures are tailored, accessible, and responsive to each child's individual needs. This commitment reflects our duty to provide a safe, supportive environment where all children can thrive and achieve positive outcomes.

In line with the 2025 *Keeping Children Safe in Education* (KCSIE) statutory guidance, our school also recognises that children with Special Educational Needs and Disabilities (SEND) may be particularly vulnerable to online risks, including exposure to misinformation, digital manipulation, and inappropriate use of artificial intelligence (AI). To mitigate these risks, we ensure that robust filtering and monitoring systems are in place, as recommended by the Department for Education's self-assessment tools. Staff are trained to identify and respond to digital safeguarding concerns, and our curriculum includes age-appropriate education on safe technology use. We also follow updated terminology and inclusive practices aligned with the SEND Code of Practice, ensuring that all children, regardless of need, are supported to engage safely and confidently with digital tools. Our safeguarding framework is regularly reviewed to reflect emerging threats and to uphold the best interests of every child.

### **Criteria for exiting the SEN register**

If a child is making steady progress and the number of services that have been involved have reduced then it may be that a child no longer needs to be on the SEN register. Our next step as a school would be to put this child on a cause for concern class register as this enables us to continue to monitor their progress and development. If it was felt that this child's needs could be met through quality first teaching then they would no longer be a cause for concern and instead they would be monitored as the rest of the peers in their class.

## **Section 6**

## **Supporting Pupils and Families**

For further information on EHC plans and special needs, please follow this link to the Lancashire Local Offer.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

For information on St Thomas the Martyr CE Primary School see SEN Information Report. Please see our school website under 'Parents' Page'.

[stthomasthemartyr.org](http://stthomasthemartyr.org)

### **Admissions**

Pupils with special educational needs will be admitted to St. Thomas the Martyr CE Primary School in line with the school's admissions policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

### **Tests/Exams**

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control").

### **Transition**

St Thomas the Martyr CE Primary School has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis. Meetings are held in advance with the SENCO or a representative from the secondary school to discuss what support and interventions are already in place and what assessments have already been carried out. Additional visits to the child's secondary school may be necessary to support transition.

### **Section 7**

## **Supporting Pupils at School with Medical Conditions**

- St Thomas the Martyr CE Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some children may also have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Children with a medical condition will be placed on a school medical register. In some circumstances children will need a care plan, written in conjunction with the school nurse, parents and SENCO.
- Parents will complete a medical form if they require medicine to be administered to their child during school hours.
- For further information see the schools Medical Policy.

### **Section 8**

#### **Monitoring and Evaluation of SEND**

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year.

- St Thomas the Martyr school evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEN code of practice.
- To ensure quality of our SEN provision the school will conduct regular audits this involves; lesson observation, book scrutiny, data analysis of intervention programmes, pupil progress meetings, seeking of parent/pupil views, support and monitoring of staff CPD, Termly SENCO network meetings.
- SEN provision is recorded and monitored on a provision map which is completed by the class teacher and regularly updated. The interventions are monitored and evaluated termly by the SENCO and information is fed back to parents, staff and governors. Children are assessed either termly or at the end of a programme of intervention. This helps to see whether the intervention is effective.

## **Section 9**

### **Training and Resources**

- SEND provisions are funded through higher needs block funding and pupil premium funding.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These needs are identified through staff performance management/appraisals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attend the SHARES SENCO forum (Network Meetings) and the Lancashire Primary Cluster groups in order to keep up to date with local and national updates in SEND.
- The school SENCO also attends relevant CPD training focusing on different areas of need for SEN children.

## **Section 10**

### **Roles and Responsibilities**

#### SENCO

The Special Needs Co-ordinators (SENCO) at St. Thomas the Martyr CE Primary School are Suzanne Christy (Early Years) and Rachel Kenny (Year 1- Year 6). Miss Kenny holds the National SENCO Award.

The role of the SENCO is:

- To oversee the operation of the SEN Policy and co-ordination of provision for children with special educational needs.
- To liaise with and advise teaching and teaching assistants.
- To maintain the school's special needs register and oversee individual children's needs.
- To liaise with external agencies including the LEA's support and educational psychology services, health and social services.

- To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs.
- To develop a SEN support plan - where necessary
- To help class teachers maintain record in the form of Individual Pupil Plans with reviews of outcomes resulting from working on specific targets
- To be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use
- To build confidence and understanding through keeping staff informed about changes to the SEN Code of Practice, to arrangements and to provision.

### The roles of the Head Teacher and Governing Body

- The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.
- The Head Teacher and SENCO will identify areas for development in special educational needs and this will be included in the school's development plan.
- Reports on SEN provision are presented to the Governing Body yearly.
- The Governing body will use their best 'endeavours' to ensure that special educational provision is made for a pupil. They will check what is happening in their school and ensure that special educational provision is being put in place and not just to rely on what they are being told.

### The role of teaching staff and assistants

- All teaching staff and assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day to day progress in order to plan for their needs.
- The SENCO, together with the senior leadership team will review and monitor the progress made by SEN children through tracking results of summative assessments. (see Assessment Policy) The SENCO will attend the termly pupil progress meetings.
- The SENCO, together with curriculum co-ordinators, will review and monitor the effectiveness of resources and other curriculum material.
- All staff will work closely with the SENCO to keep her fully informed of pupil need.

Designated Teacher with specific Safeguarding responsibility and responsible for managing Pupil Premium Grant (PPG) and Local Authority Care (LAC) funding

- The Headteacher, Mr Roscoe is the designated teacher with specific Safeguarding responsibility with Mrs Christy being the secondary designated teacher.
- Mr Roscoe is the member of staff who is responsible for managing the LAC funding.
- Miss Deary is the member of staff who is responsible for managing PPG funding Mrs Christy is the member of staff who is responsible for managing the schools responsibility for meeting the medical needs of pupils.

## **Section 11**

### **Storing and Managing Information**

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Headteacher or the SENCO, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEN is kept in the class SEND file which is kept securely in the teacher's room. Confidential information shared by other professionals is kept in the child's individual file in a secure cupboard.

Confidential information may also be stored electronically on the Cpoms system.

## **Section 12**

### **Reviewing the Policy**

The SEN Policy will be reviewed at least annually.

## **Section 13**

### **Accessibility**

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local offer on the school website for SEN information.

## **Section 14**

## **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will arrange a further meeting with the parent/carer.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

## **Section 15**

### **Bullying**

Please see the school anti-bullying policy in the school office or view it on the school website.

## **Section 16**

The SEN Report can be found using the following link

<http://www.st-thomasmartyr.lancs.sch.uk> and follow the parents' page.

SEN Policy updated on 1<sup>st</sup> September 2025 by Miss R. Kenny and Mrs S.Christy

To be reviewed by September 2026