



# SEND POLICY

**LONGTON PRIMARY SCHOOL AND NURSERY**

**CARE • GROW • SHINE**

|                            |                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------|
| <b>Policy lead</b>         | Mrs Catterall SENCO                                                                  |
| <b>Headteacher</b>         | Mrs Brown                                                                            |
| <b>SEND Governor</b>       | Mr Marsh                                                                             |
| <b>Approved by</b>         | Governors (add date)                                                                 |
| <b>Review arrangements</b> | Reviewed annually and sooner following changes to legislation or statutory guidance. |

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## Policy status

This policy sets out the school's approach to SEND. It does not replace the separate SEN Information Report, on the school website, updated at least annually and amended sooner if information changes during the year.

## 1. Purpose, status and legal framework

Longton Primary School is committed to meeting the needs of children with special educational needs and disabilities (SEND) within an ambitious, inclusive and safe education. This policy explains how the governing body, leaders and staff identify needs, make provision, review impact, involve families and pupils, and fulfil the school's statutory duties.

The policy applies to all pupils at Longton Primary School, including pupils in the Early Years Foundation Stage. It should be read alongside the school's current SEN Information Report, Accessibility Plan, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Supporting Pupils with Medical Conditions Policy, Equality Policy, Admissions Policy, Complaints Policy and other relevant pastoral or care policies.

This policy has been written with regard to the following legislation and statutory guidance in force in England at the date of approval:

- Children and Families Act 2014, Part 3, including the principles in section 19 and the duties relating to EHC plans, best endeavours, SENCO arrangements and SEN information.
- Special Educational Needs and Disability Regulations 2014, as amended, including the requirements relating to SENCOs and the SEN Information Report.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015, current GOV.UK version.
- Equality Act 2010 and DfE advice for schools, including the duties not to discriminate, to make reasonable adjustments and to plan for improved accessibility.
- Keeping Children Safe in Education 2026.
- Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026.
- Supporting pupils at school with medical conditions, statutory guidance.
- School Admissions Code 2021.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, statutory guidance effective July 2026.
- Working together to improve school attendance, statutory guidance updated July 2026.
- DfE guidance on SEN and disability duties for school governing boards, 2025, and mandatory qualifications for SENCOs.

## 2. Vision, values and aims

Our school values of Care, Grow and Shine apply to every pupil. We want pupils with SEND to belong fully to the school community, experience the same high ambition as their peers, make strong progress from their starting points and develop the independence, confidence and knowledge they need for the next stage of education and life.

Our aims are to:

- identify emerging needs early and accurately, without waiting for a formal diagnosis where support is needed;
- ensure that high-quality, adaptive classroom teaching is the foundation of SEND provision;
- use our best endeavours to secure the special educational provision a pupil needs;
- remove or reduce barriers to learning, participation, communication, safety and belonging;
- provide a broad, balanced and ambitious curriculum, with reasonable adjustments where required;

- set clear, meaningful outcomes and review the impact of provision through the graduated approach;
- work in genuine partnership with parents and carers and ensure that the pupil's views, wishes and feelings inform decisions;
- draw on specialist advice when needed and work effectively with education, health and social care partners;
- support successful transitions between classes, phases and schools;
- ensure that SEND is a shared responsibility, with teachers remaining accountable for the progress and development of pupils in their classes;
- monitor patterns in attainment, progress, attendance, behaviour, suspensions, participation and wellbeing so that barriers are identified and addressed.

### High expectations

SEND is not a reason to lower ambition. The curriculum may be adapted, scaffolded or supported so that pupils can access learning and achieve well, while maintaining clear progression towards appropriate knowledge, skills and independence.

## 3. Definitions and areas of need

### 3.1 Special educational needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child of compulsory school age, this means that 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 generally provided for others of the same age in mainstream schools.

### 3.2 Special educational provision

For a child aged two or over, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

### 3.3 Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Disability and SEN overlap, but they are not the same. A disabled pupil may or may not have SEN, and a pupil with SEN may or may not meet the legal definition of disability.

### 3.4 The four broad areas of SEN

The SEND Code of Practice describes four broad areas of need. These help schools plan provision, but they are not labels or fixed categories. A pupil may have needs in more than one area and their profile may change over time:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Further detail is set out in Appendix 1.

### 3.5 Factors that are not SEN by themselves

The following may affect learning or participation but do not, on their own, establish that a child has SEN:

- English as an additional language;
- attendance or punctuality difficulties;

- disadvantage or eligibility for pupil premium;
- being looked after or previously looked after;
- a medical condition;
- high prior attainment or particular talents;
- behavioural presentation;
- family or social circumstances.

Any of these factors can co-exist with SEN. Staff will look beyond the presenting difficulty and consider whether an underlying learning difficulty, disability, communication need, mental health need or other barrier requires special educational provision. A child must not be identified as having SEN solely because the language spoken at home differs from the language of teaching.

## 4. Core duties and principles

In carrying out its SEND responsibilities, Longton Primary School will:

- use its best endeavours to secure the special educational provision called for by a pupil's SEN, in accordance with section 66 of the Children and Families Act 2014;
- ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN, so far as is reasonably practicable and compatible with the provision of efficient education for others and the efficient use of resources;
- have regard to the views, wishes and feelings of children and parents, support their participation in decisions, provide the information and support they need, and focus on the best possible educational and wider outcomes;
- inform parents when special educational provision is being made for their child;
- make reasonable adjustments for disabled pupils, including the provision of auxiliary aids and services where reasonable, and avoid substantial disadvantage;
- publish and maintain the school's SEN Information Report and Accessibility Plan in accordance with statutory requirements;
- ensure that a suitably qualified teacher is designated as SENCO and that the SENCO has appropriate time, resources, authority and support to fulfil the role;
- work with the local authority in relation to the Local Offer and EHC plan processes;
- protect pupils with SEND from discrimination, bullying, harassment and avoidable exclusion from school life.

## 5. Roles and responsibilities

### 5.1 Governing body

The governing body is the appropriate authority for the school and retains overall accountability for SEND. It will:

- set the values, culture and strategic direction for SEND and inclusion;
- ensure statutory duties are met and that the school uses its resources effectively to support pupils with SEND;
- ensure there is a designated SENCO who meets the statutory requirements for the role and has sufficient time and support;
- receive regular information on provision, outcomes, participation, attendance, behaviour and other relevant data for pupils with SEND;
- approve and keep this policy under review, taking account of the views of parents and pupils;
- ensure the school publishes and updates its SEN Information Report, equality information and objectives, and Accessibility Plan;
- provide appropriate challenge and support to leaders, including testing whether agreed systems are being implemented consistently and whether provision is making the intended difference.

## 5.2 SEND Governor

The SEND Governor, currently Mr Marsh, has delegated oversight of SEND on behalf of the governing body. The governor meets the SENCO regularly, visits provision as appropriate, considers pupil and parent voice, scrutinises impact and reports to the governing body. The SEND Governor does not become involved in individual case management unless this is required through an agreed complaints or governance process.

## 5.3 Headteacher

The Headteacher, Mrs Brown, has overall operational responsibility for the school, including SEND. The Headteacher works with the SENCO and governing body to ensure that this policy is implemented, appropriate staffing and resources are available, staff receive suitable professional development, and SEND is considered in whole-school improvement and quality assurance.

## 5.4 SENCO

The school's SENCO is Mrs Catterall. Contact: [senco@longton.lancs.sch.uk](mailto:senco@longton.lancs.sch.uk). The SENCO is responsible for the day-to-day operation of this policy and for co-ordinating provision for pupils with SEN. The SENCO will:

- advise and support colleagues on identification, assessment, provision and the graduated approach;
- maintain oversight of the SEND register, provision mapping, individual plans and the quality of SEND records;
- liaise with parents, pupils, the governing body and external professionals;
- co-ordinate requests for specialist advice and contribute to EHC needs assessments and annual reviews;
- support transition between classes, phases and schools;
- work with the Headteacher and governors on strategic development of SEND and staff training;
- work with the designated teacher for looked-after and previously looked-after children where a pupil also has SEN;
- ensure that relevant information is transferred securely when pupils move settings.

From 1 September 2024, the leadership-level SENCO National Professional Qualification is the mandatory qualification for newly appointed SENCOs, subject to the statutory transitional arrangements. The school will ensure that any SENCO who is required to obtain the relevant qualification does so within three years of taking up the post. Mrs Catterall has this qualification.

## 5.5 Class teachers

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils receive support from teaching assistants or specialist staff. Class teachers will:

- deliver high-quality, adaptive teaching and make reasonable adjustments;
- identify concerns, gather evidence and discuss them promptly with parents and the SENCO;
- plan, implement and review SEN Support in partnership with the pupil, parents, SENCO and other staff;
- ensure that teaching assistants understand the intended outcomes, strategies and links to classroom learning;
- maintain appropriate records, including pupil passports and Individual Support Plans where these are used;
- assess the impact of support rather than relying only on whether an intervention was completed.

## 5.6 Teaching assistants and other staff

Teaching assistants and other adults work under the direction of teachers and school leaders. They support access, independence and progress, contribute observations and records, and use agreed strategies consistently. Additional adult support should promote participation and independence and should not unnecessarily separate a pupil from high-quality teacher instruction or peers.

## 6. Identifying special educational needs

Early and accurate identification is essential. The school will consider the whole child and gather evidence from different sources before deciding whether special educational provision is required.

### 6.1 Sources of information

- teacher assessment, observation and knowledge of the pupil;
- progress from individual starting points and comparison with previous rates of progress;
- attainment information and statutory or school assessments where appropriate;
- pupil views, including what helps and what creates difficulty;
- parent and carer views, concerns and information from home;
- information from previous settings or schools;
- attendance, participation, wellbeing and behaviour patterns;
- screening or standardised assessments, where professionally appropriate;
- advice from health, social care, educational psychology, therapy or other specialist services where relevant.

### 6.2 When progress is a concern

A pupil may need closer monitoring where progress is significantly slower than that of peers from a similar baseline, fails to match or improve on the pupil's previous rate of progress, fails to close an attainment gap, widens a gap, or where there are concerns about wider development, communication, independence, participation or social and emotional functioning.

The first response will normally be high-quality teaching targeted at the area of difficulty, alongside appropriate reasonable adjustments. However, the school will not delay identifying SEN where the evidence already shows that a pupil requires provision that is additional to or different from that ordinarily available.

### 6.3 Initial Concern or monitoring

Longton Primary School may use an internal monitoring process to record observations, organise early support and review. This is not a statutory category and does not place a pupil on the SEND register. It must not become a waiting list for SEN Support. Parents will be informed of significant concerns and involved in agreed next steps.

### 6.4 Decision to place a pupil on SEN Support

The class teacher and SENCO will consider all available evidence and decide, with parents and with the pupil where appropriate, whether the child has SEN and requires special educational provision. Parents will be formally informed when SEN provision is made and the pupil will be recorded on the school's SEND register.

### No fixed threshold

A diagnosis, educational psychologist assessment, test score, attainment level or failed intervention is not, by itself, a legal prerequisite for SEN Support or an EHC needs assessment. Standardised scores and diagnoses may be valuable evidence, but decisions are based on the pupil's needs and the provision required.

## 7. The graduated approach: Assess, Plan, Do, Review

All teachers will use an assess, plan, do, review approach to their everyday teaching. Where a pupil is identified as having SEN, the school will use the graduated approach more formally. At Longton, agreed outcomes, provision and review arrangements are normally recorded through an Individual Support Plan

(ISP), supported where appropriate by a Pupil Passport. Earlier decisions and actions are revisited and refined as understanding of the pupil's needs increases. The intensity of assessment, planning, support and specialist involvement should increase where need or lack of progress requires it.

### 7.1 Assess

The class teacher, working with the SENCO, will establish a clear picture of the pupil's strengths, needs, barriers and current response to teaching. Assessment will draw on school evidence, parent and pupil views and relevant specialist advice. The school will review whether there are factors such as attendance, health, language acquisition, safeguarding or curriculum access that need to be addressed alongside or instead of SEN provision.

### 7.2 Plan

The teacher, pupil and parents will agree the outcomes sought, the adjustments and support to be provided, the responsibilities of those involved, how progress will be measured and the review date. Plans will be specific enough to guide classroom practice and proportionate to the pupil's needs.

At Longton, provision may be recorded through an Individual Support Plan (ISP) or Pupil Passport. These are working documents. They should identify the pupil's strengths and voice, priority outcomes, key classroom strategies, any additional intervention or specialist provision, and how impact will be reviewed.

The SENCO will oversee quality and consistency of these plans.

### 7.3 Do

The class teacher remains responsible for the pupil's learning and for implementing the plan on a day-to-day basis. Where another adult delivers an intervention, the teacher will work with that adult to ensure that the intervention is well delivered, that the pupil can apply learning back in the classroom, and that support does not reduce access to high-quality curriculum teaching unnecessarily. The SENCO will advise, coach and support further assessment and problem-solving.

### 7.4 Review

The teacher will evaluate the quality and impact of support on the agreed review date. The review will consider progress towards outcomes, the pupil's experience, parent views, attendance and participation where relevant, and whether provision should continue, change, reduce or increase. The review will result in a clear next step and will be recorded. The SENCO will support this process where necessary.

For pupils receiving SEN Support, the school will meet parents at least three times each year to set and review outcomes and support, in addition to providing the annual report on progress. Meetings may align with the school's normal parent meeting cycle where this allows sufficient time and focus.

### 7.5 Evidence-based support and intervention

Additional provision will be selected because it addresses a clearly identified need, reducing the barrier to learning. Staff will define the intended outcome, starting point, frequency and duration, and will review whether the provision has improved the pupil's learning, independence, communication, participation or wellbeing. Continuing an intervention without evidence of benefit is not sufficient.

### 7.6 Removing a pupil from the SEND register

A pupil may be removed from the SEND register when they no longer require special educational provision that is additional to or different from provision ordinarily available. This decision will be based on evidence, discussed with parents and the pupil, and followed by appropriate monitoring. A pupil may still need reasonable adjustments as a disabled pupil even if they no longer have SEN.

## 8. Working with parents, carers and pupils

Parents and carers hold essential knowledge about their child. The school will communicate early, clearly and respectfully, avoiding unnecessary jargon. Parents will be involved when concerns are identified, when SEN Support is considered or provided, when plans are reviewed, when specialist involvement is proposed, and during EHC plan processes.

The school will seek the pupil's views in a way that is appropriate to their age, communication needs and level of understanding. This may include conversation, drawings, visual choices, pupil passports, observation, communication aids or support from a trusted adult. Pupil participation is not limited to formal review meetings.

Where a pupil or parent requires information in a different format or additional support to participate, the school will make reasonable efforts to provide this. Parents can also obtain independent information, advice and support from Lancashire SEND Information, Advice and Support Service (SENDIASS).

<https://lancssendias.org.uk/contact-us/>

## 9. Specialist services and multi-agency working

When school-based assessment and support indicate that additional expertise is needed, the SENCO may seek advice from relevant external professionals. Depending on the pupil's needs, this may include educational psychology, speech and language therapy, occupational therapy, physiotherapy, specialist teachers, health professionals, children and family wellbeing services, social care or other commissioned services.

Parents will normally be informed and consent sought before a referral or direct specialist involvement, except where another legal basis applies, including safeguarding. The school will share relevant information proportionately and in line with data protection and safeguarding requirements.

Specialist advice will be translated into practical classroom and school strategies. The class teacher remains responsible for the pupil's day-to-day education. The SENCO will help ensure that recommendations are understood, prioritised, implemented and reviewed.

## 10. Education, Health and Care needs assessments and EHC plans

### 10.1 Requesting an EHC needs assessment

Where a pupil has or may have SEN and may require special educational provision to be made through an EHC plan, the school will consider requesting an EHC needs assessment from Lancashire County Council. A parent also has the right to request an assessment directly, as do other persons specified in law.

The school will not require a diagnosis, a particular test score, an educational psychologist assessment or completion of a fixed number of intervention cycles before considering whether an EHC needs assessment may be necessary. The school will provide the local authority with clear evidence of the pupil's needs, provision already made, response to support, progress and the views of the pupil and family.

The local authority is responsible for statutory decision-making and timescales. It must normally decide within six weeks of a request whether to carry out an EHC needs assessment. Where an EHC plan is issued, the overall process is normally expected to be completed within 20 weeks, subject to the statutory exceptions.

### 10.2 EHC plans

An EHC plan is a statutory document that records a child or young person's education, health and care needs, desired outcomes and specified provision. Where Longton Primary School is named in a final EHC plan, the school must admit the child. The local authority has the duty to secure the special educational provision specified in Section F of the plan. The school will deliver the provision for which it is responsible

and work promptly with the local authority and partner services where there are difficulties securing any element of the plan.

### 10.3 Annual reviews

EHC plans must be reviewed by the local authority at least every 12 months. The school will convene and contribute to annual review meetings in line with the SEND Code of Practice and local authority arrangements. Reviews will focus on progress towards outcomes, the continued suitability of outcomes and provision, and preparation for the next stage of education and increasing independence.

For pupils transferring from primary to secondary education, the school will work with the local authority and receiving setting to support timely transition planning. The local authority must issue any amended EHC plan naming the secondary placement by the statutory transfer deadline, currently 15 February in the calendar year of transfer.

## 11. Inclusive curriculum, accessibility and reasonable adjustments

### 11.1 High-quality and adaptive teaching

High-quality teaching is the first response to pupils who have or may have SEN. At Longton, teachers plan for clear curriculum goals and adapt teaching so pupils can access the same ambitious curriculum wherever appropriate. Adaptation may include explicit instruction, modelling, scaffolding, chunking, pre-teaching, flexible grouping, carefully selected resources, visual support, reduced language load, additional practice, alternative methods of recording, assistive technology, sensory or movement support, and changes to pace or task presentation.

Adaptive teaching does not mean routinely giving pupils a different or less ambitious curriculum. Where a pupil requires an individualised or modified curriculum because of significant need, this will be planned purposefully, linked to identified outcomes and reviewed regularly.

### 11.2 Additional intervention

Short periods of individual or small-group teaching may be used where there is a clear purpose and evidence that this will help the pupil. Decisions will balance the benefit of intervention against the curriculum and social learning the pupil may miss. Wherever possible, skills taught in intervention will be connected directly to classroom learning and independence.

### 11.3 Reasonable adjustments and auxiliary aids

The school will make reasonable adjustments to policies, practices, teaching, assessment and the learning environment to avoid substantial disadvantage to disabled pupils. This may include auxiliary aids and services. Decisions will take account of effectiveness, practicality, cost, safety, available resources and the pupil's individual circumstances. The duty is anticipatory, so the school will consider barriers before they prevent participation wherever possible.

### 11.4 Participation beyond lessons

Pupils with SEND will be supported to participate in school trips, clubs, performances, sporting activities, residential experiences and positions of responsibility. Risk assessment and reasonable adjustment will be used to enable participation rather than excluding a pupil because support is required.

### 11.5 Statutory assessments

For statutory primary assessments, the school will consider access arrangements and reasonable adjustments in accordance with current Standards and Testing Agency guidance and the requirements of each assessment. Adjustments will reflect normal classroom practice where required by the relevant guidance.

## 11.6 Accessibility planning

The school's Accessibility Plan sets out how, over time, the school will increase disabled pupils' access to the curriculum, improve the physical environment and improve access to information. The governing body will review progress against the plan and consider accessibility in future premises, curriculum and communication decisions.

## 12. Early Years provision

For children in the Early Years Foundation Stage, the school will follow the current EYFS statutory framework alongside the SEND Code of Practice. Practitioners will use observation, assessment and close partnership with parents to identify emerging needs early. Developmental differences will be considered in context and will not be treated as fixed labels.

Where a child requires SEN Support in the EYFS, the same graduated approach will apply. Provision will be integrated into play, routines, communication and early learning wherever possible. The school will work with health visitors, speech and language therapists, early years inclusion services and other professionals where this would help clarify or meet a child's needs.

Transition into Reception and from the Early Years into Key Stage 1 will be carefully planned, with appropriate information shared and strategies in place before the child moves wherever possible.

## 13. Medical conditions, safeguarding, behaviour and attendance

### 13.1 Medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including physical education and school trips. Some pupils with medical conditions are disabled under the Equality Act 2010 and some also have SEN. Where appropriate, the school will coordinate SEN provision with an Individual Healthcare Plan and follow its Supporting Pupils with Medical Conditions Policy and current allergy safety procedures.

### 13.2 Safeguarding

Children with SEND can face additional safeguarding challenges. Staff will maintain a child-centred approach and remain alert to communication barriers, dependency on adults, isolation, bullying, and the risk that changes in behaviour, mood or presentation are mistakenly attributed to a pupil's disability or SEN without further exploration. All safeguarding concerns will be managed under the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

### 13.3 Behaviour

Behaviour can be a form of communication and may indicate an unmet need, but behaviour itself is not a category of SEN. When a pupil with SEND experiences repeated behavioural difficulty, staff will consider whether teaching, communication, sensory, relational or environmental barriers are contributing and whether reasonable adjustments or additional SEN provision are required. The school's behaviour expectations continue to apply, with adjustments made where reasonable and necessary.

### 13.4 Attendance

Attendance concerns will be addressed in line with the school's Attendance Policy and the statutory guidance Working together to improve school attendance. Where absence is linked to SEND, disability, anxiety, medical need or difficulty accessing the school environment, attendance support will be coordinated with the SENCO and relevant professionals so that barriers are addressed rather than treated solely as non-compliance.

### 13.5 Suspension and permanent exclusion

Any decision to suspend or permanently exclude a pupil will follow current statutory guidance. For pupils with SEND or a disability, leaders will consider their individual needs and any relevant reasonable adjustments. The governing body will monitor patterns in suspensions, exclusions and pupil movement, including for pupils with SEND.

## 14. Transition

Transition planning is an important part of SEND provision. The school will identify pupils who may need enhanced transition and will work with families and receiving staff to reduce uncertainty and preserve effective support.

This may include:

- additional visits, photographs, visual transition materials or social narratives;
- meetings between current and receiving teachers or SENCOs;
- sharing pupil passports, successful strategies, assessment information and specialist reports securely;
- planning equipment, accessibility or medical arrangements before the move;
- pupil and parent meetings focused on concerns, strengths and what helps;
- enhanced Year 6 to Year 7 transition, including early liaison with the secondary SENCO for pupils with SEND or an EHC plan.

## 15. Funding and deployment of resources

SEND provision is funded through the school's delegated budget, including the notional SEN budget, together with high-needs or other local authority funding where applicable. Funding arrangements do not determine whether a pupil has SEN. The governing body, Headteacher and SENCO will ensure that resources are deployed according to assessed need and impact.

The school will consider staffing, training, equipment, interventions, specialist advice and environmental adjustments together. Where additional funding is attached to an EHC plan or local authority arrangement, the school will use it to support the provision and outcomes for which it is intended, while retaining appropriate flexibility where the plan allows.

## 16. Record keeping, confidentiality and information sharing

The school will maintain accurate and proportionate SEND records. Depending on the pupil, these may include concerns and assessments, parent and pupil views, provision maps, Pupil Passports, ISPs, review notes, specialist reports, EHC plan documents, annual review records and evidence of progress and impact.

Records will be stored and shared in accordance with the school's data protection, safeguarding and records-management arrangements. Staff who work directly with a pupil will have access to the information they need to teach and support the pupil safely and effectively. Information will be transferred securely when a pupil changes class or school.

## 17. Complaints, disagreement resolution and appeals

The school aims to resolve concerns early through open communication. A parent or carer who is concerned about SEND provision should normally speak first to the class teacher. If there are further concerns they can make an appointment to speak with the SENCO. If the concern is not resolved, it may be raised with the Headteacher and then through the school's published Complaints Policy.

Complaints about how the school is implementing its SEND responsibilities are distinct from disagreements about a local authority decision on an EHC needs assessment or EHC plan. In those cases, parents may

have rights to disagreement resolution, mediation and appeal to the First-tier Tribunal (Special Educational Needs and Disability). Lancashire SENDIASS can provide independent information and support about these routes.

Nothing in the school complaints process removes a parent's legal rights under the Children and Families Act 2014 or Equality Act 2010.

## 18. Monitoring, evaluation and review

The school will evaluate SEND provision at pupil, group and whole-school level. The purpose is to determine whether provision is improving outcomes and participation, whether agreed practice is being implemented consistently, and where further development is required.

The SENCO, Headteacher and governing body will consider, as appropriate:

- progress and attainment from individual starting points across the curriculum;
- progress towards ISP and EHC plan outcomes;
- the quality and consistency of adaptive teaching and reasonable adjustments;
- the impact and value of interventions and specialist provision;
- attendance, persistent absence and part-time or alternative arrangements where relevant;
- behaviour, suspensions, exclusions and pupil movement;
- participation in trips, clubs, leadership roles and wider school life;
- pupil and parent voice, including whether pupils feel understood, included and able to learn;
- timeliness and quality of reviews, referrals and transitions;
- staff confidence, training needs and access to specialist expertise;
- implementation of recommendations from external review, inspection and school self-evaluation.

The SEND Governor will provide challenge and assurance to the governing body, including checking that agreed systems are being followed and that evidence supports leaders' evaluations. This responds to the school's wider commitment to accurate self-evaluation and continuous improvement.

This policy will be reviewed at least annually and sooner if there is a significant change in legislation, statutory guidance, local arrangements or the needs of the school community. Parents and pupils will be given appropriate opportunities to contribute to the school's review of SEND policy and practice.

## Appendix 1. Four broad areas of SEN

### Communication and interaction

Children and young people with speech, language and communication needs may have difficulty understanding language, expressing themselves, using speech clearly, processing verbal information or using the social rules of communication. Autistic children and young people may have differences in communication and social interaction. Their needs can vary significantly between contexts and over time.

### Cognition and learning

Some pupils learn at a slower pace than their peers even with appropriate teaching and support. Needs may include moderate, severe or profound and multiple learning difficulties. Specific learning difficulties can affect one or more aspects of learning and may include dyslexia, dyscalculia and developmental coordination difficulties. The school will focus on the pupil's functional learning profile and support needs rather than relying on labels alone.

### Social, emotional and mental health difficulties

Pupils may experience difficulties which affect regulation, relationships, engagement, emotional wellbeing or readiness to learn. Presentation may include withdrawal, anxiety, low mood, dysregulation, impulsivity or behaviour that challenges. Conditions such as attention deficit hyperactivity disorder may fall within this area, while also affecting learning and communication. Staff will consider safeguarding, trauma, health and environmental factors and will seek specialist support where appropriate.

### Sensory and/or physical needs

Some pupils require special educational provision because of vision impairment, hearing impairment, multi-sensory impairment, physical disability or sensory processing needs. Support may include environmental adaptations, specialist equipment, communication support, mobility arrangements, therapy programmes or changes to teaching and presentation.

### Individual profiles

The four areas are a planning framework, not four boxes into which pupils must fit. Provision should be based on the child's individual strengths, barriers, needs and desired outcomes.

## Appendix 2. Longton graduated response decision guide

| Stage                                             | What it means at Longton                                                                                                                                                                                                                                                                                |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Universal / ordinarily available provision</b> | High-quality, adaptive teaching for all pupils. Teachers monitor progress and make reasonable adjustments. A pupil may receive short-term targeted support without being identified as having SEN if the support remains within the school's ordinary provision.                                        |
| <b>Initial Concern / monitoring</b>               | An internal school process used when there is an emerging concern or uncertainty. Evidence is gathered, teaching is adjusted and progress is reviewed with parents. This is not a statutory SEN category and must not delay SEN identification where special educational provision is already required. |
| <b>SEN Support</b>                                | Used where the pupil has SEN and requires provision additional to or different from that generally made for pupils of the same age. Parents are formally informed. The Assess, Plan, Do, Review cycle is recorded and reviewed, with parent meetings at least three times each year.                    |
| <b>Specialist involvement</b>                     | Specialist advice is sought where it will improve understanding of need, provision or outcomes. Specialist involvement may occur at any stage. It is not necessary to wait for repeated failure before seeking advice where the need is clear.                                                          |
| <b>EHC needs assessment</b>                       | Considered where the child has or may have SEN and may need special educational provision to be made through an EHC plan. The legal test is not a diagnosis, a test score or a fixed number of intervention cycles. Parents can request an assessment directly from the local authority.                |
| <b>EHC plan</b>                                   | A statutory plan where the local authority decides that provision must be secured through an EHC plan. The school implements the provision for which it is responsible, participates in annual reviews and works with the local authority to secure the specified provision.                            |

### Examples of evidence that may inform decisions

- work samples and curriculum assessment;
- records of classroom adaptations and the pupil's response;
- observation across different contexts;
- standardised or diagnostic assessments used by appropriately trained staff;
- attendance, behaviour and participation patterns;
- pupil and parent views;
- reports or advice from external professionals;
- progress towards previously agreed outcomes.

No single item in this list determines SEN status. The key question is whether the pupil has a learning difficulty or disability that calls for special educational provision.

## Appendix 3. Statutory compliance map

This table is designed to help leaders and governors check that the main statutory SEND duties addressed by this policy are visible in school practice. The separate SEN Information Report contains additional prescribed information required by Schedule 1 of the SEND Regulations 2014.

| Requirement                                                         | Main source                                                                  | Where addressed                                |
|---------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------|
| Use best endeavours to secure SEN provision                         | Children and Families Act 2014, s.66                                         | Sections 2, 4, 7                               |
| Designate a SENCO and meet qualification requirements               | Children and Families Act 2014, s.67; SEND Regulations 2014 as amended       | Section 5.4                                    |
| Inform parents when SEN provision is made                           | Children and Families Act 2014 / SEND Code of Practice                       | Sections 4, 6.4, 8                             |
| Graduated approach: Assess, Plan, Do, Review                        | SEND Code of Practice, Chapter 6                                             | Section 7                                      |
| Teacher responsibility for pupils with SEN                          | SEND Code of Practice, 6.36                                                  | Sections 5.5, 7.3                              |
| Meet parents regularly, at least three times yearly for SEN Support | SEND Code of Practice, 6.65                                                  | Sections 7.4, 8                                |
| Publish and update SEN Information Report                           | Children and Families Act 2014, s.69; SEND Regulations 2014, Sch.1           | Sections 1, 4; separate SEN Information Report |
| Equality and reasonable adjustments                                 | Equality Act 2010                                                            | Sections 3.3, 4, 11                            |
| Accessibility Plan                                                  | Equality Act 2010, Sch.10                                                    | Section 11.6; separate Accessibility Plan      |
| Support pupils with medical conditions                              | Children and Families Act 2014, s.100; statutory medical conditions guidance | Section 13.1                                   |
| Safeguarding of pupils with SEND                                    | Keeping Children Safe in Education 2026                                      | Section 13.2                                   |
| Admissions where school is named in an EHC plan                     | Children and Families Act 2014, s.43; School Admissions Code                 | Section 10.2                                   |
| Annual review of EHC plans                                          | Children and Families Act 2014, s.44; SEND Code of Practice, Chapter 9       | Section 10.3                                   |
| Inclusive participation and curriculum access                       | Children and Families Act 2014; SEND Code of Practice; Equality Act 2010     | Sections 2, 4, 11                              |
| Complaints and SEN information about complaints                     | SEND Regulations 2014; DfE publication requirements                          | Section 17; separate SEN Information Report    |

## Appendix 4. Key contacts and references

### School contacts

|               |                                                                           |
|---------------|---------------------------------------------------------------------------|
| School        | Longton Primary School, School Lane, Longton, Preston, Lancashire PR4 5YA |
| Telephone     | 01772 612495                                                              |
| General email | bursar@longton.lancs.sch.uk                                               |
| Headteacher   | Mrs Brown                                                                 |
| SENCO         | Mrs Catterall   senco@longton.lancs.sch.uk                                |
| SEND Governor | Mr Marsh                                                                  |

### Local support

Lancashire Local Offer: [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

Lancashire SENDIASS: [lancssendias.org.uk](http://lancssendias.org.uk)

### Key national legislation and guidance

**SEND Code of Practice: 0 to 25 years** - DfE and Department of Health and Social Care; statutory guidance.  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Children and Families Act 2014** - Part 3 contains the principal statutory SEND duties.  
<https://www.legislation.gov.uk/ukpga/2014/6/contents>

**Special Educational Needs and Disability Regulations 2014** - Includes prescribed SEN information and SENCO requirements, as amended.

<https://www.legislation.gov.uk/ukxi/2014/1530/contents>

**Equality Act 2010: advice for schools** - DfE guidance on equality and disability duties.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

**SEN and disability duties: guidance for school governing boards** - DfE, 2025.

<https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards>

**Mandatory qualification for SENCOs** - DfE guidance reflecting the NPQ requirement from September 2024.

<https://www.gov.uk/government/publications/mandatory-qualification-for-sencos>

**Keeping children safe in education 2026** - Statutory safeguarding guidance in force from 1 September 2026.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**EYFS statutory framework** - Current framework for group and school-based providers from 1 September 2026.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Supporting pupils with medical conditions at school** - Statutory guidance.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

**School Admissions Code** - Current statutory admissions code.

<https://www.gov.uk/government/publications/school-admissions-code--2>

**School suspensions and permanent exclusions** - Statutory guidance updated July 2026.

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

**Working together to improve school attendance** - Statutory guidance updated July 2026.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

**What maintained schools must or should publish online** - Includes the statutory SEND publication requirements for maintained schools.

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

## Policy approval

|                            |                |
|----------------------------|----------------|
| Date approved              | _____          |
| Chair / Governor signature | _____          |
| Headteacher signature      | _____          |
| SENCO signature            | _____          |
| Next review                | September 2027 |

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