Policy for Special Educational Needs and Disabilities (SEND)

St. Paul's Church of England Primary School

Updated September 2026.

I praise you because I am fearfully and wonderfully made; your works are wonderful; I know that full well.
Psalm 139:14

Curriculum Intent Statement

The intent of our curriculum is that all children achieve the very best that they can in both academic and non-academic subjects and that we develop children's talents and interests too. We aim for all our children to achieve their full potential, including disadvantaged, EAL and SEND pupils and all pupils will have access to the full range of subjects in our school. All subjects follow the National Curriculum and there is clear progression, year on year, towards children achieving the National Curriculum standards at the end of Key Stage 2. Developing proficiency in, and a love of, reading and language is central to our curriculum. Our curriculum is tailored to our children's needs and so there is more weighting on reading, writing, communication and language, online safety, and personal qualities such as being able to persevere and be resilient when challenges arise. We explore justice and tolerance with our children, teach them to live co-operatively and respectfully alongside others. St Paul's places enjoyment of learning at the centre of our curriculum. Our curriculum also aims high because, despite some deprivation in Nelson, we want our children to be highly ambitious and achieve their very best. The intent of our curriculum closely matches our new church school values of: love, joy, perseverance, forgiveness, justice, respect and hope.

Intent of our provision for children with SEND

Our vision for children with special educational needs and disabilities is the same as for all our children – that they achieve well throughout their time at primary school and lead happy and fulfilled lives. In order to ensure this is the case, we strive to identify any special educational needs and disabilities at the earliest point, with appropriate support provided quickly. We also endeavour to keep parents well informed about what provision and services they can reasonably expect to be provided with. Our children and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including greater independence.

1. Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65, and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE: February 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- School's SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- St. Paul's CE Primary School Safeguarding Policy
- St. Paul's CE Primary School Accessibility Plan
- Teachers Standards (2012)

The policy has been written by the SENDCos and Headteacher, taking into account the thoughts and feelings of the governing body, link governor, parents and children, and supporting agencies.

The aim of this policy is to provide information regarding the provision made by St. Paul's CE Primary School for children with Special Educational Needs and disabilities. St. Paul's does not specialise in any particular area of SEND but we strive to meet the needs of all our pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. *For a more streamlined version of the information contained within this policy, please see the school's SEND Information Report.*

Key Staff

SENDCos (Special Educational Needs Coordinators) – Mrs E Westlake and Mrs L Felters
Contact 01282 617035
SEND Governor – Mrs N Tabassum
Contact 01282 617035

We aim to provide every child with access to a broad and balanced education, tailored to their needs wherever possible. This includes the National Curriculum (2014) in line with the Special Educational Needs Code of Practice (2015). We have high expectations of all children, regularly assessing the impact of additional provision and planning accordingly. The responsibility of meeting the needs of children with SEND is shared by all the teaching staff at school. Mrs Westlake and Mrs Felters (SENDCos) are responsible for overseeing the progress and provision for children with SEND and for liaising with other agencies (supported by Mr Tranmer – Pupil & Family Support Manager).

The SENDCos hold details of all SEND records for individual pupils. All teaching staff can access:

- The St Paul's Primary School SEND Policy (which can be found in the school policy folder on the Teacher's Drive, and on the school website)
- The St. Pauls' SEND Information Report (which can be found in the same folder, and on the school website)
- A copy of the full SEND Register (updated copies provided for the class SEND files every September, or on request)
- Guidance on identification of SEND in the Code of Practice (DfE: 2015)

- Information on individual pupils' special educational needs including: Education Health Care Plans, Targeted Learning Plans (progress monitoring and targets) and information provided from outside agencies (which can be found on CPOMS, or on request from the SENDCo)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities, including regular updates from the SENDCos at staff meetings.
- Information available through Lancashire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. For more information, please refer to our school prospectus. Copies of this can be obtained at the school office.

Accessibility

Our school has an accessibility plan, although being a relatively new build and on one level, poses no everyday accessibility problems. All areas of the school are accessible by wheelchair and the car park provides 2 disabled parking bays. Accessible toilet facilities are available for those who need them. If you have specific access queries or concerns please contact school.

2. Our SEND Provision

Aims

1. To identify pupils with SEND as early as possible and put relevant and meaningful intervention in place
2. To identify children who are underachieving and identify reasons for this
3. To support children in making the best progress possible within their capabilities
4. To maintain appropriate records and monitor pupil progress
5. To provide full access to the curriculum, or, in a small number of cases, be working on a bespoke curriculum guided by an Education Health Care Plan
6. To work in partnership with children and parents

Defining Special Educational Needs

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014:
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identifying Special Educational Needs

Quality First Teaching will take place in every class and for most children will meet their needs and enable them to make progress. Children who need further support are identified as follows:
a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be identified by staff – primarily their class teacher.
b) Once a pupil has been identified as possibly having an additional need, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide adaptive approaches or intervention groups that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) If thought necessary and the issue warrants it, the class teacher may speak with the SENDCo for support and advice, who may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward. This may include contacting external agencies for further advice and support.

Working in partnership with and supporting pupils and parents.

St Paul's Primary School believes that a close working relationship with parents is vital in order to ensure
a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively
In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Often, this takes place through SEND Review Meetings, or sometimes through 'Team around the Family' (TAF) meetings where different professionals come together to support the family. The SENDCos may also signpost parents of pupils with SEND to the local authority's Information, Advice and Support team (IAS) on 0300 123 6706 or at information.lineteam@lancashire.gov.uk where specific advice, guidance and support can be provided.
If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in. Where children have appointments to meet medical/emotional needs, there is an expectation that parents are proactive and ensure that they attend these appointments.

Supporting Children with SEND

Throughout this process, parents will have been invited to liaise closely with the class teacher and SENDCos (when appropriate). If school staff feel that a child has a special educational need, further advice will be sought from other agencies, such as specialist teachers or an Educational Psychologist. Parents will be aware of this at every stage and therefore, if a diagnosis is made, the decision will have been a collective one. When a child accesses support from an external agency, the child is added to the SEND register. This will then help school ensure that effective provision is put in place by removing the child's barriers to learning. Should a diagnosis not be made, or need for external support cease, the child may be removed from the SEND register.

When supporting children with SEND, our procedures consist of a four part process, often referred to as:

Assess • Plan • Do • Review

Or 'The Graduated Response'. This is an ongoing cycle to enable the 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, initially using the class teacher's assessment 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 experience of parents. The pupil's views are also collected and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve communication between the teacher, SENDCos and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. This is recorded on an 'Targeted Learning Plan' which will be discussed at parent's evenings or sent home with an invitation to discuss it further with the class teacher. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for work undertaken by / with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher, with the exception of intervention in The Woodland where the intervention teacher holds responsibility. Teachers will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCos.

It may be that some areas of the curriculum need adapting in order to be accessible and to allow children with SEND to be fully included. Within the constraints of staffing and budgeting, every effort will be made to overcome obstacles to inclusion. We do this is many different ways, depending on the needs of the individual child. For more information about our day to day provision, see our SEND Information Report.

Review

Every child's progress will be reviewed regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. This will be recorded on a 'Targeted Learning Plan' (TLP). The class teacher, in conjunction with the SENDCos, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. This will be recorded on a new TLP. If good progress has been made and a child's needs can be met by quality first teaching, the additional intervention work may cease. This can restart whenever necessary and this decision is made based on the ongoing assessment cycle.

Requesting assessment for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties, an application for 'Statutory Assessment' to determine whether the child meets criteria for an 'Education, Health, Care Plan' may be made. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENDCos, social care or health professionals.
Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care backgrounds about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. They may also appeal if the school named in the final plan differs from their preferred choice. Once a successful EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil (every six months for children who are under five). The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, by reducing or increasing levels of support.
Further information about EHC Plans can found via the SEND Local Offer at www.lancashire.gov.uk/send or by contacting the IAS team on 0300 123 6706.

Funding, Resources and Equipment

All pupils with SEND will have access to Element 1 and 2 of a school's budget up to a maximum of roughly £10,000 (£4000 from basic per-pupil funding and an additional £6000 from the delegated budget). This additional funding for individual pupils with specific needs may be available and would be determined following an assessment made by the Headteacher and based on advice sought by the SENDCos from other agencies/ people involved.

For those with the most complex needs, additional 'higher level needs' funding (HLN) is retained by the local authority. This is accessed through the local authority through the statutory assessment process explained above. It would then be the responsibility of the SENDCos, senior leadership team and governors to agree how the allocation of resources is used, based on the information provided in the EHC plan.

Providing 1:1 Adult Support

In the event that higher needs funding is granted, the SENDCos and headteacher will discuss how best to allocate this in order to implement the provision outlined within the EHC plan. This *may* include the provision of 1:1 support from a teaching assistant. In rare instances, for example when an EHC plan is banded at LB5 or above, a new member of staff may be allocated or appointed. However, in most cases, 1:1 support will be provided by the TA already linked to the class. If 1:1 support is specified on the EHC plan, then teachers must be responsible for planning and supporting the 1:1 teaching assistant with regard to appropriate adaptation according to the targets and outcomes on the EHC plan. The outcomes and targets from the EHC plan should be broken down into shorter term targets (i.e. achievable in a term) and then transferred onto TLPs, individual class targets and also PEPs if the child is looked after by the local authority. This will ensure that all children have a streamlined set of achievable targets. Teachers then need to provide suitable assessments to measure if the child's targets have been achieved. NB- this is a teacher role rather than a TA role. However, TAs may give valuable feedback, for example, by annotating a child's work indicating independence and support, and also by discussing the child's progress with the class teacher.

Supporting pupils at school with medical needs

The school recognises that pupils 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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. In this case, school will ensure that the provision outlined in the plan is in place. Being a mainstream school may mean that that for some children, external help and support has to be arranged or even provided off site – both in the short term or even long term.
At St Paul's we will, by working together with external agencies, put in place all that we can in order to support children who need medical support in school. This will be outlined in a Health Care Plan which will be reviewed at least annually, with the support of the school nurse or other medical professional. (For more information about this, please see our medical policy.) As with all other aspects of SEND, parents will be fully engaged in this process.

Supporting pupils with the development of their social, emotional and mental health.

In practice, these needs are identified and met using the same procedures as those explained above. However, the first level of support is via our caring ethos based in the Christian faith. We aim to support all our children and their families across all areas of need. Each of our children have a designated adult with whom they can comfortably liaise. This is usually their teacher or teaching assistant, but can be someone who they feel more comfortable with. Our curriculum is tailored to meet the needs of our children and a wide range of additional opportunities are available (for further details see our SEND Information Report). Staff can refer children to our Pupil and Family Support Workers for further support, and when necessary, the pastoral team will engage outside agencies to assist and support children further with social, emotional and mental health needs.

3. Staff roles, responsibilities and CPD

Roles and Responsibilities

- The person responsible for overseeing the provision for children with SEND, including the line management of teaching assistants is Mrs Roberts (Headteacher)
- The people co-ordinating the day to day provision of education for pupils with SEND are Mrs Westlake and Mrs Felters (SENDCos)
- The Designated Safeguarding Leader (DSL) is Mr Tranmer. Mrs Roberts (Headteacher) and Mrs Cregg (Deputy Headteacher) are deputy Designated Safeguarding Leaders.
- The designated teacher for children who are looked after (CLA) is Mrs Cregg.
- The person responsible for managing the medical needs of pupils is ultimately the Headteacher, although in practice, this is a joint effort between the Headteacher, Designation Safeguarding Lead, SENDCos and class teachers.

Monitoring and evaluation of children with SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, governors, parents and pupils throughout the year. This is done in the form of parent and pupil discussions – both formal and informal; and when felt to be effective and necessary, parent questionnaires.

SEND provision and interventions are planned and evaluated by individual teachers who are responsible for the day-to-day teaching of all children in their class, with the exception of those attending The Woodland who are the responsibility of The Woodland intervention teacher. This information is monitored by the SENDCos and Headteacher during data analysis and pupil progress meetings and as for all children; information is fed back to parents.
Governors are updated at full governing body meetings about the progress that SEND children are making. This helps to identify whether provision is effective and provides an active process of continual review and improvement of provision for all pupils.

Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCos attend relevant courses and disseminate relevant information to staff during staff meetings or inset days. They may also signpost staff to other appropriate external training opportunities. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We are also continually developing links with other schools to share good practice and experience. The SENDCos, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

4. Additional Information

Concerns and Complaints Procedure

If a parent or carer has a concern or complaint regarding the care or welfare of their child (including a concern that school have not provided the support outlined on the child's EHC plan) the following steps should be followed, in order, until the concern is resolved.

1. Contact the class teacher or school SENDCos (Mrs Westlake/ Mrs Felters) regarding the initial concern.
2. Follow the school complaints procedure which can be found under the 'Parents' tab.
3. Contact the local authority at Inclusion.East@lancashire.gov.uk

Bullying

St. Paul's School takes very seriously the issue of bullying and works actively to ensure that school is a safe environment for all children. Regular PSHE lessons, assemblies and the annual anti-bullying week are opportunities for staff to explore this area with all children. Children with SEND are monitored closely and from early in school life, children are taught to celebrate differences and how to support their peers. The school's Pupil and Family Support Workers are also available to support children in this area. Please see the anti- bullying policy available on the school website for more information.

This policy will be reviewed annually by the SENDCos and SEND governor in view of government or LA initiatives, analysis of assessments or curriculum development.

Signed _____ [Name] _____ (Headteacher)
Date _____

Signed _____ [Name] _____ (SENDCo)
Date _____

Signed _____ [Name] _____ (SEND Gov)
Date _____