Slyne with Hest C of E Primary School

SEN Policy

Listen, learn, love and laugh as part of God's family.

Policy:	**SEN Policy**
This statement was approved:	**November 2026**
This statement will be reviewed:	**November 2027**
Governor committee responsibility:	**Wendy Fawcett**

Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This SEN Policy operates in tandem with the school's statutory **Inclusion Strategy Statement**. While this policy details our specific graduated response for pupils on the SEND register, our overarching strategic commitments, funding allocations (including the Inclusive Mainstream Fund), and universal barrier removal are outlined in our published Inclusion Strategy.

This policy has been created by the Head teacher and the school's SENDCO, Katherine Waterhouse, along with a nominated SEN governor and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

2026 – 2027 objectives:
Ensure that children with SEND continue to have their needs met and continue to make good progress.

- **Strengthen nurture provision** to improve emotional wellbeing, self-regulation, resilience and engagement for pupils experiencing social, emotional and mental health needs.
- **Deploy teaching assistants strategically** to provide targeted support, promote independence and improve access to learning for pupils with SEND.
- **Enhance staff expertise through professional development** in inclusive practice, adaptive teaching and meeting a wide range of additional needs.
- **Develop high-quality universal provision** through consistent adaptive teaching, reasonable adjustments and inclusive classroom practices that enable all pupils to access the curriculum.
- **Improve learning environments and partnership working** by enhancing sensory-friendly provision and maintaining effective collaboration with families and external professionals to support pupil outcomes.

(See Inclusion Strategy for further details)

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a young carer

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

Health Plan

A child may have a disability yet is working at the same level as his/her peers. No intervention is required in school to ensure the child makes good progress. In this case a *Health Plan* will be compiled to ensure all staff are aware of the child's needs in relation to their disability. No targets will be set but the *Health Plan* will be reviewed regularly and updated as required to ensure that it is kept current.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS.

Teachers will then consult the SENDCo to consider what else might be done –the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and adaptations to the curriculum and environment.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCo and class teacher will update all records of provision and impact of that provision.

ASSESS - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered from the pupil themselves to help us understand how we can best support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Pupils and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term and these will be documented in our *Pupil Passports*. Parents and pupils will be given a copy of the *Pupil Passport* for the term, which will include the child's difficulties, actions and strategies and provision to be used. They will be evaluated and reviewed each term.

DO- The strategies and interventions agreed in the *Pupil Passport* will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.
The school's Local Offer can be found on the school website

https://www.slyne-with-hest.lancs.sch.uk/page/?title=SEN&pid=26

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

STEP 1

At this stage, needs will have been identified by the class teacher or parent and appropriate support put in place. The child will receive intervention which may be in the form of small group work or one-to one support. This support will be recorded on an ***Early Intervention Log*** and monitored by the class teacher. This support will be reviewed after 6 weeks.

STEP 2

This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. The teacher will consult the SENDCo to review the strategies that have been used. A clear analysis of the child's need will be conducted. This could include: teacher assessment and experience of pupil, views of child and parent, standardised tests, criterion referenced assessment checklists, observations, questionnaires and screening assessments. Specific support to target need identified and recorded by class teacher on a pupil passport in consultation with the SENDCo. The child will also be registered as receiving SEN support.

STEP 3

If there are still more global or specific concerns that are beyond the reach of the SEN support in school outside agencies will be involved (e.g. SEND teaching and learning consultants / Traded Services/ Speech and Language therapists etc). This information will be compiled on the child's ***Pupil Passport and chronology*** detailing their strengths and challenges, and also targets for the child to work towards during both the general classroom and intervention work.

Whilst the SENDCo will monitor the effectiveness of the *Pupil Passports* each term, the teacher will maintain the *Pupil Passports* and keep them updated.

STEP 4

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHC plan).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans (Intervention logs / Pupil Passport)
- chronology of input
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as may a representative from the LA. The review will be child-centred, looking at:

- progress on actions towards agreed outcomes

- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCo will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Lancashire's Local Authority's Local Offer can be found at

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

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of support available from Lancashire SENDIAS and are supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the Headteacher as Designated Safeguarding Leader.

Depending on the special educational needs of the children different agencies may be involved. The school has access to the following outside agencies and calls on their support as pupil need dictates:

- SEND Traded Services (Specialist Teachers for VI, HI and ASC pupils)
- Inclusion Solutions
- Speech and Language service
- School medical service (School nurse is now accessed through Virgin Care - 0300 247 0040)
- OT service based at Longlands CDC
- Physio team based at Longlands CDC
- Educational Psychology service (Lancashire)
- Waite Psychology Ltd
- Stepping Stones short stay school (for children with EBD)
- Social services

The School's Designated Safeguarding Leader is Mr Paul Bowden

The position of the School's Safeguarding governor is Janet Rogerson.

Admissions

Pupils with special educational needs will be admitted to Slyne-with-Hest St Luke's C of E Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Slyne-with-Hest St Luke's C of E Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. 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. The Admissions policy is available on the school website:

https://www.slyne-with-hest.lancs.sch.uk/page/?title=Policies&pid=24

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) 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 and the SEND Code of Practice (2014) is followed.
The school's policy on medical needs can be found on the school website at

https://www.slyne-with-hest.lancs.sch.uk/page/?title=SEN&pid=26

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments.

Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo.

The SENDCo will keep abreast of current research and thinking on SEN matters.

The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- Individual training needs for support staff of specific pupils (e.g. VI / HI / ASC)
- Global training needs
- SENCo training

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEN Governor, Wendy Fawcett will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Needs Governors and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENDCo)

Mrs Katherine Waterhouse

Completed the NASC (National Award for SEN Coordination) in August 2020.

The SENDCo is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that Pupil Passports are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review Pupil Passports.

Storing and managing information

The confidential nature of SEND information is fully recognized at Slyne-with-Hest St Luke's C of E Primary School. Hard copy files are stored in a locked cupboard, whilst electronic files are stored on the school's system accessed with a security password.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review November 2027.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Slyne-with-Hest St Luke's C of E Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the website at

https://www.slyne-with-hest.lancs.sch.uk/page/?title=SEN&pid=26

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. 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 matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCo
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governors, who will inform the Chairman of the Governors

Bullying

Bullying is taken very seriously at Slyne-with-Hest St Luke's C of E Primary School. A copy of the schools current policy is available from the school Headteacher / SENDCo / School website.
Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Slyne-with-Hest St Luke's C of E Primary School endeavour to generate a culture of support and care among pupils.