



St Andrew's C.E. Primary School

★ "Shine like stars." Philippians 2:15 ★

At St Andrew's we want our children to have the brightest futures, each one nurtured individually to be a shining light with their own unique sparkle. We encourage our children to have high aspirations and to always try their best, knowing that they are at the centre of everything we do. We teach one another to have respect, to achieve and to have fun. We help our children to understand that with trust, compassion, friendship and forgiveness they can shine. Our vision draws inspiration from Philippians 2:15-16 (NCV) 'Then you will shine like stars in the dark world.' This vision is based on all members of the school community showing God's light to others through our character, our conduct, our actions and our words.

Special Education Needs and Disabilities Policy

2025

SENDCo

Joanne Richards

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SEND Governor

Mrs K. Paintin

Overview

St. Andrew's Primary School is an inclusive school. We are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

St. Andrew's ensures the child and the parents are at the centre of the process. We adopt a whole school approach to Special Educational Needs and Disabilities and all staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND develop the resilience to persevere when presented with new or challenging experiences and encourage them to become independent learners who thrive in an environment that suits their needs.

We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement. We also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience.

We believe that:

- All children with SEND have the right to a broad and balanced curriculum. This includes the National Curriculum in line with the SEND Code of Practice 2014.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEND.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.
- It is essential for all children to leave school with the skills and attributes necessary for adult life.

Above all we believe in order to provide a positive learning experience for all our pupil's that a partnership should exist between parents, pupil and school.

For further information regarding the provision available please follow the link below which will take you directly to our local offer.

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

This policy has been developed with consultation with our stakeholders, including parents and families. It reflects guidance from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, 2014).

Our Aims at St. Andrew's

We have high expectations for all pupils with SEND. Our school provides a focus on outcomes for all children and young people not just hours of provision or support.

- We will provide every child with access to a broad and balanced education in line with the SEND Code of Practice 2014.
- We will promote independence, equality and consideration for others.
- We will ensure that we celebrate the wide range of our pupils' achievements.
- We will support all pupils to thrive by catering for their individual needs.
- We will equip our children and young people with the skills and attributes necessary for adult life.
- We will create a welcoming atmosphere for parents.

Our Objectives

- Staff should seek to identify the needs of pupils with SEND as early as possible. We will gather information from parents, education e.g. early years settings, health and care services, prior to the child's entry into school. Where needs arise during their schooling at St. Andrew's, staff have an obligation to report observations to the SENDCo.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure they thrive.
- Make appropriate provision to overcome all barriers to learning and ensure all pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and reviewed regularly in order to ensure individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. The SENDCo will ensure the parents are well informed of the SEND process and understand the procedures and practices involved. The parents of children with SEND will receive regular feedback on their child's progress.
- Work with outside agencies when the pupils' needs cannot be met by school alone. We work with specialist teachers, a play therapist and a social and emotional needs therapist, and speech and language therapists.
- Create a school environment where pupils can contribute to their own learning by regularly offering the pupils the opportunity to voice their own opinions. We aim to build positive relationships with adults within school.
- To provide support and advice for all staff working with special educational needs pupils.

Responsibility for the coordination of SEND provision:

The headteacher, **Mrs C. Wilkinson**, is responsible for overseeing the provision for children with SEND.

The person coordinating the day to day provision of education for pupils with SEND is **Miss Joanne Richards**,

The school's SEND link governor may be contacted at any time in relation to SEND matters, **Mrs K. Paintin**.

Arrangements for coordinating SEND provision

The SENDCo will hold all details of SEND provision such as the SEND register, identification of need questionnaires, provision maps, individual education plans, specialist teacher reports and EHCP plans.

All staff can access the following documents on the school's secure server in the SEND folder:

- St. Andrew's CE Primary School **SEND Policy**
- A copy of the **Areas of Need SEND Register**
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

This information is kept up-to-date outlining all requirements of pupils with SEND; enabling staff to provide for the individual needs of all pupils. This policy is made available to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission arrangements:

Please refer to the information contained in our school prospectus. 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 Educational, Health and Care Plans and those without.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies.

Facilities for pupils with SEND

The site building regulations comply with all relevant disability requirements. The Building provides wheelchair access and 2 disabled toilets.

Allocation of resources for pupils with SEND:

All pupils with SEND will have access to an allocated amount of the school's SEND budget which equates to different amounts depending on the needs identified on the child's support plan. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (HNB or High Needs Block) is retained by the local authority. This is accessed through the Lancashire County Council and through early SEND reviews. The Local Authority, Special Educational Needs and Disability Officer (SENDO) will refer individual applications to a multiagency panel. This is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENDCo and Governors to agree how the allocation of resources is used. A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

Identification

A graduated approach: ‘Every Teacher is a Teacher of SEND’.

Quality First Teaching: ‘The baseline of learning for all pupils’.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide learning opportunities that will aid the pupil’s academic progression. The class teacher will plan short term interventions and monitor progress closely.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the school’s SEND register. Concerns are discussed

with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

9. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

The following are **NOT SEND** however, they may have an impact on progress and attainment therefore we aim to identify these needs and provide support and provision;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual 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

In identifying a child as needing SEND support the class teacher should gain a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, detail of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded 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 need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external agencies 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

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, SENDCo, Headteacher, 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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including learning 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 teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes.

They will work closely with learning support assistants and relevant specialist staff 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 SENDCo.

➤Review

Reviewing pupil progress will be made at termly data checks with the class teacher, teaching assistant, Head teacher and SENDCo. The review process will evaluate the impact and quality of the support and interventions. The class teacher will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with the SENDCo, parents and subject leaders.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which 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 pupil 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 involving the class teacher, parents, SENDCo and Headteacher if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers and SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a panel of individuals, from education, health and social care about if the pupil 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. Further information about EHC Plans can found via the SEND Local Authority page:

<https://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities/gettinghelp/assessment-and-support/education-health-and-care-plans/>

Alternatively, parents can access general information about SEND by contacting, The Information, Advice and Support (IAS) Team.

Tel: 0300 123 6706 Email: information.lineteam@lancashire.gov

Education, Health and Care Plans (EHC Plan):

1.) Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

2.) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

3.) Once the 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. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Lancashire SEND Local Offer can be found on the following website:

: <https://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities/your-local-offer/>

For further information please contact the SENDCo.

Access to the curriculum, information and associated services:

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEND:

The SENDCo, Headteacher, Senior Leaders and the allocated SEND Governor are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND:

The Head teacher, Mrs C. Wilkinson, oversees the school's Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team and by the teaching staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite.

The school will seek advice where appropriate around individual pupils, from external support services if necessary.

Where a behavioural incident warrants exclusion, the Head teacher and member(s) of SLT will consider the incident in line with the Lancashire's Policy on Exclusion.

Evaluating the success of provision:

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision through the termly evaluations of the individual education plans (IEP's). Parents are encouraged to seek feedback when they feel it is needed by arranging to meet with the relevant staff.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice 2014. The School offers an Open Door policy where parents can access the SENDCo and Head teacher regularly by making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a yearly SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher, and link SEN governor. Information is gathered from different sources such as pupil and parent feedback on the IEP's/ teacher and staff surveys/parents evenings/. This will be collated and shared with the governing body of a School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

In service training (CPD):

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The School seeks the support of the Local Educational Psychology Service alongside other local agencies when a need for specialist training is identified.

The SENDCo and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses and facilitates / signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Working in partnerships with parents:

St. Andrew's CEP School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Information, Advice and Support (IAS) team (formally Parent Partnership service) where specific advice, guidance and support may be required.

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 regards to the provision for their child.

Links to support services:

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The relevant staff share information regarding pupils with SEND using a variety of means. This provides an opportunity to gather evidence, offer advice and aid in the path to appropriate provision.

Links with other agencies and voluntary organisations:

St. Andrew's CEP School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The Head Teacher and SENDCo are the designated persons responsible for liaising with the following:

- Lancashire Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Other Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ Mrs C. Wilkinson

Headteacher

Date _____

Signed _____ Miss Joanne Richards

SENDCo

Date _____

Signed _____ Mrs K. Paintin

SEND Governor

Date _____