



Alston Lane Catholic Primary School & Nursery

Policy for Special Educational Needs and Disability

School Mission Statement

'Learning and Growing as Children of God'

Our School Inclusion Statement

At Alston Lane, we are committed to building a community which is accessible to everyone. We want everyone to feel that they belong to our school family, so that we can all learn and grow together as children of God and reach our full potential.

School Organisation

Headteacher: Mr Mark FitzGibbon

Assistant Headteacher & SENDCo: Mrs Rachel Woodrow

SEN Governor: Mrs Katie Kaye

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014, updated 2015) 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 (updated 2015)
- Schools SEND Information Report Regulation (2014)
- Children and Families Act (2014)
- KCSIE (2025)

Introduction

At Alston Lane Catholic Primary School every teacher is a teacher of every child, including those with SEND.

At Alston Lane Catholic Primary School, we believe that every pupil should have the opportunity to achieve their full potential. We want all children and adults to be part of the inclusive learning environment that we strive to create. We place the highest value on high quality teaching for all children and actively monitor teaching and learning in school. We strive to create a curriculum and a learning environment that is flexible enough to allow for the needs of all children who are part of our school community.

The learning of all children is tracked and monitored, and all assessment is used as part of the 'assess, plan, do review' cycle to inform target setting and planning. Our whole school monitoring cycle also incorporates pupil progress meetings.

At different times in their school life, a child or young person in our school may need additional support so that they can access the curriculum. This may be due to a special educational need or disability (SEND).

The code of practice provides a definition of SEN:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of their same age in mainstream schools.'

If a child is identified as having SEN, we will work to provide provision that is additional to or different from the differentiated curriculum which is already in place, and work to overcome any barriers to learning.

Aims

At Alston Lane, 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 made for them, shown on an individual Targeted Learning Plan (TLP).
- 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

To achieve our aims and ensure that children with special educational needs and/or disabilities achieve their full potential and make progress we will:

- Work within the SEND Code of Practice 0-25 (2014, updated 2015).
- Work together with Health and other agencies to ensure that all pupils with SEN and disabilities will be identified as early as possible.

- Write Targeted Learning Plans (TLPs) with clear and achievable outcomes for the pupil, involving the pupil, parents and where appropriate specialist teachers/other professionals in identifying these outcomes.
- Ensure that where appropriate, pupils express their views and are involved in decisions which affect their education.
- Use resources in school effectively to ensure positive outcomes for pupils with SEND and to continue to plan for ever better resources for SEND pupils.
- Ensure pupils with SEND are guaranteed access to a broad and balanced curriculum and address any barriers to learning which may arise.
- Ensure that staff working with pupils with SEND have ongoing training which will help to produce positive outcomes for the pupils.
- Ensure that teachers take responsibility for the SEND provision within their classrooms with the support and guidance of the SENDCo.

Identifying Special Educational Needs

Special Educational Needs and provision falls into four broad areas which are outlined in the SEND Code of Practice (2014) as:

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

At Alston Lane we place significant emphasis on early identification of those children who are experiencing difficulties accessing learning and general school life. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category or give them a label.

We identify the needs of pupils by considering the needs of the whole child, not just the special education needs of the child or young person. There are occasions when progress and attainment are affected by factors other than special educational needs. This includes:

- Having a disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- 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

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make expected progress once they have had adjustments made to the curriculum, quality first teaching and interventions.

Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENDCo in consultation with class teachers.

A Graduated Approach to SEN Support

Alston Lane Catholic Primary school fully implements the Code of Practice for identifying and assessing special educational needs. We place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, LAPs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention to achieve best outcomes. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2015) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have received appropriate interventions / adjustments and good quality personalised teaching. When identifying if pupils are making less than expected progress, we will consider a child's age and individual circumstances. Less than expected progress 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

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school. The SEND register is reviewed by the SENDCo in consultation with class teachers.

Underpinning ALL our provision in school is the graduated approach cycle of 'assess, plan, do, review'. This approach ensures that all children get the support they need to reach their full potential and that our provision is tailored to the needs of individual learners through the following stages:

Stage 1: Universal Offer

At Alston Lane, we believe that quality first teaching, adapted to meet the needs of individual children is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.
- Different teaching pedagogies are in place so that children are fully involved in learning.
- Specific adaptations/strategies/interventions (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will liaise with parents, so they know what their child is learning and how they are progressing.

Throughout the year, we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through adaptive teaching strategies and interventions.

Stage 2: School Support

When a class teacher is concerned about a child's progress despite receiving the quality first teaching described above, they will complete a form describing the issue and the SENDCo will arrange a meeting to discuss next steps. At this stage, class teachers will enhance, tailor and tweak our universal offer by introducing specific adaptations, strategies, resources and/or interventions (from our ordinarily available provision list) which they feel could close the gap/need which has been identified. The class teacher will liaise with parents to include their voice and ensure that they are aware of the agreed provision. Where possible, the child's voice will also be included at this stage.

When children are on this level of support, the class teacher is required to monitor the impact of the provision for up to two 6-week review periods. At the end of each review period, the class teacher will decide next steps from the following options:

- The child has made progress and can return to receiving our universal offer (this could be with some specific adaptations/strategies in place to support the child).
- Some progress has been made, but another period of 'School Support' is needed with new provision.
- Advice/review from the SENDCo is needed. This could result in additional screening or advice from specialist teachers.

When a review with the SENDCo is needed, it may lead to the conclusion that the pupil requires help that is 'additional to' and 'different from' that is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN support. The decision to make Special Educational Provision involves the SENDCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. When considering all this information, we are seeking to identify if a pupil is making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly lower 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.

If it is agreed that Special Educational Provision is needed, then the child will be placed on our SEN Register and will receive support through Stage 3 or Stage 4.

Stage 3: SEN Support

Children who are on SEN Support will have a Targeted Learning Plan (TLP) which is co-produced by the SENDCo and Class Teacher to meet the child's specific needs. Depending on the child's need, a Specialist Teacher may also be involved in the co-production and review of the TLP.

TLPs are personalised for each child, but they will include:

- An overview of the child's strengths and needs in terms of the 4 broad areas of SEN.
- Evidence of pupil voice.
- Long term outcomes which are then broken down into small achievable SMART targets.
- The agreed provision to support the child's identified needs and progression towards an outcome.

The agreed provision could include targeted interventions delivered by the class teacher or teaching assistant usually on a small group basis. These interventions will have specific targets to help children make accelerated progress and they will be assessed and monitored by the SENDCo. The provision could also include any adaptations needed to support the child such as the use of assisted technology or adaptations to the learning environment.

TLPs will be reviewed on a half-termly basis by the class teacher and targets may be tweaked. The teacher and SENDCo will meet at the end of each term to conduct a full evaluation of the TLP and generate new targets for the next term. Following this meeting, the class teacher will arrange a meeting with the parents to discuss progress and next steps.

If a child is not making progress, despite receiving this level of targeted support, the SENDCo will liaise with parents about their concerns and consider more support or help from outside agencies. When the plan, do, review cycle has identified that provision at SEN support is not having the desired impact on a child's progress, then Specialist Support may be required.

Stage 4: Specialist Support (Specified Individual / EHCP)

Some pupils will require more specialist support to help meet their needs. These pupils may have been assessed by outside agencies, be awaiting an Education, Health and Care Plan (EHCP) or currently have an EHCP. These children will still have a personalised TLP (as outlined above) which identifies their specific targets. For higher levels of need the school may liaise with external agencies and professionals including:

- Speech and Language Therapy Service
- Teacher of the Deaf / Teacher of the Visually Impaired
- Occupational Therapy
- Educational Psychology Services
- SEND Traded Services for access to Specialist Teachers.

Embedded through our graduated response to SEN outlined above, is the 'assess, plan, do, review' approach as advised in the Code of Practice 0-25 Years. This process is initiated, facilitated and overseen by the SENDCo, whilst the 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 will update all records of provision and impact of that provision. The teacher will maintain the personalised targeted learning plans and keep them updated.

ASSESS

The teacher and SENDCo will consider all the information gathered 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 using person-centered tools to discover what is important to the pupil and how best we can support them.

PLAN

Pupils and parents will be involved in the planning process as much as possible. Person-centered tools may be employed to facilitate this. This means that the pupil 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. Parents and pupils will take away a copy of the Targeted Learning Plans for the term, which will include the expected outcomes, strategies and provision to be used. A review date will also be set.

DO

The strategies, provision and interventions agreed in the plan 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 - [Alston Lane Catholic Primary School and Nursery](#). 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.

Statutory Assessment of SEN

At Alston Lane, the Statutory Assessment of SEN is categorised as Stage 4 -Specialist Support which has been briefly outlined above. Stage 4 – Specialist Support is required if the school is unable to meet need 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. At this point, the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care 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 (IEPs) and provision mapping
- 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 [EHC plans - Lancashire County Council](#)

Annual review of the EHC Plan

All EHC Plans must be reviewed 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. The review will be person (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 ensure that it is sent to the Local Authority.

Criteria for exiting Special Educational Provision (SEP)

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

In accordance with the following legislation [The Special Educational Needs and Disability Regulations 2014](#) please find our schools SEN Information report on our school website. [Alston Lane Catholic Primary School and Nursery](#). Please find Lancashire's local Offer here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

At Alston Lane we are committed to working closely with parents. Parents are 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 the writing and reviewing of Targeted Learning Plans. 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.

Transition into school, between classes, across key stages and into different schools is fully supported by Alston Lane Catholic Primary School. The SENDCo and class teachers are always available for children and families to discuss transition arrangements and Personal Transition Plans may be created for individual pupils based on their needs.

Depending on the Special Educational Needs of the child, different agencies may be involved e.g. Occupational Therapist, Speech and Language Therapist, Physiotherapist and/or Educational Psychologist. Parents are made aware of the Information, Advice and Support Service (IASS) and are supported to engage with external agencies.

The School's Designated Safeguarding Lead is Mr M FitzGibbon and the Deputy Safeguarding Lead is Mrs R Woodrow.

Admissions

Pupils with special educational needs will be admitted to Alston Lane Catholic Primary School in line with the school's Admissions Policy which can be found on our school website. 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. Children with statements of SEN or EHC plans will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001.

In the case of a pupil joining the school from another school, we 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 difficulty in learning, they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum. 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/or SENDCo will attempt to meet with the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils.

Medical Needs

As an inclusive school with a strong Catholic ethos of equality, we recognise that children with medical conditions should be supported to have full access to the curriculum and the educational provision of the school, including trips and physical education.

Some children with medical conditions will be disabled and where this is the case the school complies with its requirements under the Equality Act 2010. There is disabled access, from the front entrance of the building and there is a disabled toilet with powered changing platform. The school is all on one level, apart from the Headteacher's office.

Some children with medical needs will also have SEN and may have an EHC Plan which brings together health and social care and special educational provision and the SEND Code of Practice is followed.

Monitoring and Evaluation of SEND

The SENDCo is responsible for regularly reviewing the SEND provision in school. The SENDCo will feedback to the senior leadership team and Governors following audits of provision. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including those with SEN and disabilities. The majority of these resources are determined by a local funding formula discussed with the local schools' forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount and is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P 2014)

Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. 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.

Training needs and resource implications are identified through pupil progress meetings and the provision mapping process. The appraisal process and professional discussions with teachers and support staff are also used to identify training needs. Training is put in place following these discussions and all staff are encouraged to undertake training and development opportunities.

All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends training to keep up to date with local and national updates in SEND. The SENDCo will keep abreast of current research and 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. SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. External agencies may be invited to take part in INSET.

The Funding received for an Education Health Care Plans is allocated to ensure appropriate provision planned for and put in place.

Overview of Roles and Responsibilities

The Governing Body

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements for SEND. This role is undertaken by Mrs Katie Kaye, who liaises on a regular basis with the SENDCo. The Governors have a commitment to provide the best possible provision for all children. The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The full Governing body receives a report and update on the progress on any SEND issues.
- The SEND Policy is reviewed regularly and is in line with Government legislation.
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and for the efficient use of resources.

The Headteacher

Mr Mark FitzGibbon

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work in conjunction with the SENDCo. 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 Governor 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 and/or Disabilities Co-ordinator (SENDCo)

Mrs Rachel Woodrow

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Taking a strategic role in ensuring that the school provides inclusive opportunities of all pupils.
- Liaising with other members of staff in coordinating the provision for pupils with SEND.
- Keeping a register of pupils with SEND and updating this.
- Supporting teachers in writing Targeted Learning Plans (TLPs) and assessing pupil's progress
- Monitoring records and TLPs.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively through effective provision mapping.

- Liaising with parents/carers and external agencies
- Liaising with early years providers and other schools
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with the SEND governor and preparing appropriate reports
- Organising and chairing reviews for EHC plan children
- Organising applications for EHC plan

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 SENDCo to formulate and review TLPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Accessibility

The Disability Discrimination Act, 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. Alston Lane Catholic Primary school's accessibility plans can be found within the School's SEN and Disability Local Offer on our website.

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 Governor, who will inform the Chair of the Governors.

Parents are informed about Information Advice and Support Services (formerly Parent Partnership)
All complaints will be dealt with sensitively and with the child's needs at the centre.

Bullying

We have a clear anti-bullying policy and do not tolerate bullying of adults or children in any form. If you have any concerns regarding bullying please speak to a member of staff.

Reviewing the Policy

This policy will be reviewed annually. The next review will be September 2026.