

Banks St Stephen's C of E School



"Belonging Serving Succeeding"

Special Educational Needs Policy

Responsible Person: Mr G Allen (Head Teacher)

Contact: ✉ head@bank-st-stephens.lancs.sch.uk

SEN Coordinator: Mrs M Mussell (Deputy Head)

Contact: ✉ senco@bank-st-stephens.lancs.sch.uk

SEN Governor: Miss E McQuirk

Contact: ✉ bursar@bank-st-stephens.lancs.sch.uk

Policy reviewed June 2025

Next review date: June 2026

Our Vision for All Children

At Banks St. Stephen's, every child matters. Our core beliefs of belonging, serving and succeeding are embedded in every aspect of school life. We are committed to helping all children thrive, grow in confidence and achieve their full potential—no matter their starting point. Our school is a caring and inclusive place where every child is valued and supported to shine.

What is SEN?

Some children may need extra help with their learning. This could be because:

- They find learning harder than other children their age
- They have a disability or medical condition that affects how they learn or access the curriculum

This is called having **Special Educational Needs (SEN)**.

Children with SEN may:

- Need extra support in reading, writing, maths or communication
- Need help with their behaviour or emotions
- Need specialist resources or teaching strategies to help them learn

Some children may also have a disability under the Equality Act (such as epilepsy, diabetes, autism, or a physical difficulty). If they need additional help in school to access learning, they are supported through SEN provision.

Legal Definition of SEN: Section 20(1) of the Children & Families Act 2014

“A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her.

a) has a significantly greater difficulty in learning than the majority of others of the same age, or;

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Legislative Context – What The Law Says

We follow the law and government guidance to make sure your child's needs are met.

Compliance

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

- Children and Families Act 2014

- SEND Code of Practice 0–25 (2014, updated 2020)
- Equality Act 2010
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teachers Standards 2012
- Children & Families Act 2014
- Working together to Safeguard Children 2018
- Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England (KS1 & KS2)
- Safeguarding and Health & Safety Policies
- Data Protection and Confidentiality Rules
- We also follow our Accessibility Plan, Anti-Bullying Policy and Complaints Procedure.

The Children and Families Act 2014 requires the governing bodies of maintained schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils. This 'SEN Information Report' is available to view on the school's website:

http://www.bank-st-stephens.lancs.sch.uk/index.php?category_id=45

How Do We Support Children with SEN?

We follow the approach set out in the **SEND Code of Practice**, which helps us identify and support pupils with special educational needs in a step-by-step way.

This is called the **graduated response** – it is a cycle with four key stages that helps us understand each child's needs better and make sure they get the right support.

The Four Stages:

1. **Assess** - We look at your child's progress, behaviour, and any concerns raised by you, your child, or school staff. We may also get advice from outside professionals if needed.
2. **Plan** - We decide on what support is needed, what we are aiming to achieve and how we will know it is working. We will also set a date to review progress.
3. **Do** - The class teacher puts the plan into action, working with teaching assistants or specialists. The SENCO helps make sure support is delivered properly.
4. **Review** - We check how things are going, talk to you and your child, and decide on any next steps. The plan is updated based on what is working.

This cycle is repeated as needed and each time it becomes more personalised. Over time, we build a deeper understanding of what helps your child learn best.

The aim is always to help your child **make good progress**, overcome barriers and reach their full potential.

Children with SEN may have:

- Individual Education Plans (IEPs) or Behaviour Plans (IBPs)
- Help in small groups or 1:1 sessions
- Extra resources or technology
- Support from outside professionals (like speech therapists or educational psychologists)

All plans and reviews are shared with parents and carers.

Who is Responsible for SEN at School?

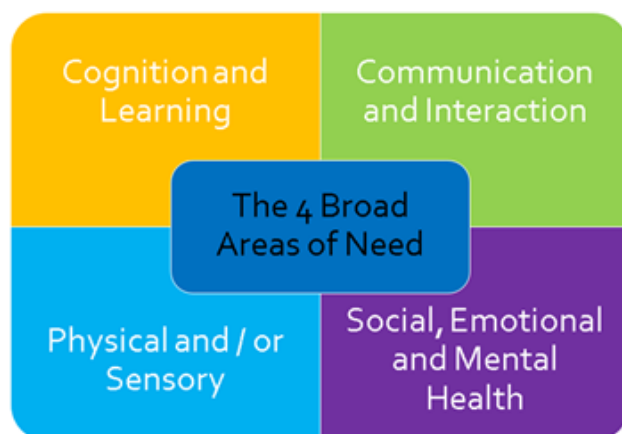
- **Class teachers** are the first point of contact. They are responsible for your child's learning every day and will adapt lessons as needed.
- **Mrs M Mussell (SENCO)** oversees all SEN provision in school and works closely with teachers, families and outside agencies.
- **Our SEN Governor**, Miss E McQuirk, ensures we meet our legal responsibilities and do the best for all our pupils.

The school's governing body has given the SENCO (Special Educational Needs Coordinator) the responsibility to carry out this policy every day.

Our SENCO is Mrs. M Mussell. She has worked as SENCO at Banks St. Stephen's since 2018 and has been a SENCO for 14 years. She earned the National SENCO award in 2012. Mrs. Mussell is also Deputy Head and part of the school's Senior Leadership Team.

How Do We Identify SEN?

We believe it is important to identify and support pupils' needs as early as possible. The SEND Code of Practice (2014) outlines four main areas of need.



We also look at the whole child, as other factors can affect their progress, such as:

- A disability
- Poor attendance or punctuality
- Health, wellbeing, or home life
- Adverse Childhood Experiences (ACEs)
- Speaking English as an additional language (EAL)
- Receiving Pupil Premium (PP) support
- Being a looked after child

We look carefully at each child's progress and needs. This includes:

- School assessments and teacher observations
- Concerns raised by teachers or parents
- Information from previous schools or nurseries
- Reports from health or specialist services

If we think your child needs extra help, we will talk with you and work together to decide next steps.

The SENCO keeps a list of pupils with additional or special educational needs. This is called the Additional Needs Register and the SEN Register. These lists are reviewed every term. Some pupils may need more detailed assessments, which can be done by the school or by other education or health professionals.

What Does “Special Educational Provision” Mean?

This means support that is **different from or extra to** what most children of the same age normally receive. It applies to schools, nurseries, colleges and early year's settings in England (Children & Families Act 2014, Section 21).

How We Support Children with Special Educational Needs (SEN)

If your child is identified as having special educational needs, we will offer support tailored to meet their individual needs. This support is carefully planned and reviewed using tools like:

- A Provision Map (shows what support is being given),
- An Individual Education Plan (IEP), and
- An Individual Behaviour Plan (IBP), if needed.

Types of Support We May Provide

- Extra help in class from a teacher or teaching assistant (TA)
- Small group work outside the classroom for short periods
- One-to-one support in class
- Work or resources adapted to suit your child's learning needs

- Special equipment or tools to help learning
- Targeted interventions, such as literacy or social skills groups
- Pastoral or emotional support
- Training for staff to support your child more effectively
- Involvement of outside specialists, like speech therapists, educational psychologists or family support services

We aim to help every child succeed by providing the right support at the right time.

Requesting a Statutory Assessment

Sometimes, despite lots of support and advice from specialists, a child may still not be making enough progress. When this happens, the school may ask the **Local Authority** to carry out a **Statutory Assessment** to decide if an **Education, Health and Care Plan (EHCP)** is needed.

Parents or outside professionals (like health or social care professionals) can also request this assessment.

When making a request, the school will provide important information, such as:

- Records of the support your child has already received
- Past and current Individual Education Plans (IEPs)
- Reviews and progress reports
- Your child's current levels and attainment
- Reports from specialists (e.g. speech therapists, educational psychologists)
- Your views as a parent
- Where possible, your child's views
- Any involvement from other professionals

This helps the Local Authority understand your child's needs and whether more support is needed through an EHCP.

What is an EHCP?

An **Education, Health and Care Plan (EHCP)** is a legal document for children with significant and long-term needs. It sets out the extra support they need in school and beyond. These are reviewed every year, with parents and professionals involved in the process.

We, you and other agencies (health, social care) can apply for an EHCP if your child needs more help than we can provide through SEN support alone.

Working in Partnership with Parents

We believe that parents are experts on their own children. We aim to:

- Listen to your concerns and insights

- Share information regularly and honestly
- Include you in planning support and reviewing progress
- Offer support and guidance, including signposting to helpful services

If your child has an IEP, we set targets and review progress with you at least three times a year.

Involving Your Child

We want children to feel included and confident. Wherever possible, we encourage pupils to:

- Share their views about their learning
- Help set their own learning targets
- Reflect on what's going well and what's tricky

Admissions and Accessibility

Children with special educational needs are welcomed at our school in the same way as all other children, as long as:

- a) We can continue to provide a good education for all the children in the class, and
- b) We can use our staff and resources in a fair and effective way.

Our legal duties:

By law, schools must make sure their buildings and services become more accessible for disabled pupils over time.

What we do:

Our school has a plan called the **Disability Equality Scheme** that explains how we improve access. We are committed to treating everyone fairly, including pupils, staff and visitors with disabilities.

Special facilities at our school:

- Wheelchair access around the school
- Disabled parking spaces
- Disabled toilet with handrails
- We also make individual changes for specific pupils whenever possible

You can view Lancashire's Local Offer here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> — This explains what support is available for children with SEN in our school and across Lancashire.

Staff Training

All staff receive training to support children with SEN. Our SENCO and teachers regularly attend courses and work closely with outside specialists to keep up to date with best practices.

Keeping Information Safe

We store information about your child securely and follow our school's Confidentiality and Privacy policies. If your child moves to another school, we will pass their records on to help with a smooth transition.

Concerns or Complaints?

If you ever have concerns about your child's SEN support, please talk to:

1. Your child's class teacher
2. Mrs Mussell (SENCO)
3. Mr Allen (Head teacher)

If issues are not resolved, you may contact the school's Chair of Governors or Lancashire Local Authority. Full details can be found in our Complaints Policy.

Parents of children with disabilities can also appeal to the SEND Tribunal if they believe their child has been discriminated against.

Anti-Bullying and Wellbeing

We take bullying seriously. Our anti-bullying policy supports all children, especially those who may be more vulnerable due to SEN or disability. All children are taught to respect and celebrate differences.

Further Information

You can read more about our SEND support in our **SEN Information Report** which is reviewed every year and on the school website:

↪ [Bank St Stephen's SEN Information](#)

If you have any questions about SEN at Banks St. Stephen's, please do not hesitate to contact us. We are here to help and support you and your child every step of the way.