

Duke Street Primary School



I CARE

Special Educational Needs & Disability (SEND) Policy 2026/27

Section I: Front Page

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School beliefs and values around SEND

The staff and Governors of Duke Street Primary School believe that every pupil in our school has an entitlement to learn and to achieve their full potential. To do this, we provide an educational experience that allows children to show achievement and recognise their individuality. All our children are valued equally and inclusion recognises a child's right to a broad and balanced curriculum, which is appropriate to their individual needs, talents and abilities.

The term 'Special Educational Needs' has a legal definition. Children have special educational needs if he or she has a significantly greater difficulty in learning or has a disability that makes it harder for them to learn than the majority of children who are the same age. Therefore, all staff are dedicated to ensuring that the needs of all of the children are met by planning and delivering provision, through high quality teaching and setting intervention in place, in order for children with Special Educational Needs and Disabilities (SEND) to succeed and reach their full potential within our nurturing ethos.

Legislation and guidance

- This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - Part 3 of the Children and Families Act 2014, which set out schools' responsibilities for pupils with SEND.
 - SEND Code of Practice (2015)
 - The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibility for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report.
 - The SEND Reform: Putting Children and Young People First (2026)
 - Every Child Thriving (2026)

Section 2: Aims and Objectives

Aims:

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

- Raise the aspirations of and the expectations for all pupils with special educational needs and disability, through high quality teaching, focussed SMART targets and effective interventions alongside focus on outcomes from 'Preparation for Adulthood', where necessary.
- Providing a focus on the **impact** of provision and support for children with special educational needs and disability.
- Provide high quality, adaptive teaching in **all** classrooms to allow **all** children to access the curriculum content and be adequately challenged, thus developing inclusivity in school.
- Ensure that the children with SEND are identified, assessed, monitored and provided for.
- Provide all staff with relevant and up to date training to help them provide the best learning experiences and also provide high quality support for all children.
- Provide opportunities for children with SEND to showcase their talents and also receive a tailored and balanced curriculum to help mould our children into successful learners and citizens.

Objectives:

- I. To effectively identify and provide for pupils who have special educational needs and disability and monitor the impact of the provision provided through professional discussions, Individual Learning Plans (ILPs), monitoring logs and Educational Health Care (EHC) plan reviews for children identified with an EHC plan.

Our targets for this particular area will be:

- a) Effectively identify children with a special educational or additional need using various pathways of addressing early identification of need and understanding barriers to learning and development.*
- b) Constant communication with support staff regarding the impact of their intervention and effective ways to monitor it.*
- c) Collaboration with Senior Leadership Team (SLT), Designated Safeguarding Leader (DSL), class teachers, support staff, parents/carers, outreach workers and other outside agencies, to ensure that the needs of the whole child are being met.*
- d) A well-rounded approach to evaluating SMART targets and provision to ensure that children with SEND are adequately challenged and receiving the right amount and type of intervention.*
- e) Encourage children and parents/carers to become involved in the decision making for the child.*
- f) Review targets regularly and develop a whole child 'passport' in the form of current ILPs.*
- g) Targeted, focussed and adequate intervention to support the identified need/s for the children with SEND.*
- h) Use appropriate data from SATS, EYFS early learning goals, **PIVATS 5 and other teacher assessments, to track and monitor progress made from identified children.*

***PIVATS 5 is the SEND assessment tool from Lancashire County Council.*

2. To work within the guidance provided in the SEND Code of Practice, 2015 and the SEND Review, 2022

Our targets for this particular area will be:

- a) *The Special Educational Needs & Disability Co-ordinator (SENDCo) will attend regular SENDCo cluster meetings provided by Lancashire to keep updated with current and relevant practice.*
- b) *SENDCo to meet regularly with other SEND leaders in Lancashire to discuss best practice and effective ways to lead SEND in the primary school.*
- c) *SENDCo to attend any other relevant training needs and also arrange other staff to complete relevant training where necessary.*
- d) *Regular discussion with the SEND caseworker (*Currently Claire Stephens) in the Local Authority.*
- e) *Improving outcomes for SEND children through further developing inclusive teaching and resources.*
- f) *Share training needs and vital information regarding SEND with SLT, teaching staff and teaching assistants.*
- g) *Clear pathway being available to ensure early and accurate identification of needs.*

**SEND caseworker is correct as of September 2025*

- 3. *To provide support and advice for all staff working with special educational needs and disability children.*

Our targets for this particular area will be:

- a) *SENDCo to lead regular support staff meetings to discuss effective methods to deliver support to identified children.*
- b) *SENDCo to monitor teaching and support staff delivering intervention to SEND and additional needs children and provide advice and support to follow on from this.*
- c) *School have specific support staff available to provide support for EHCP children.*
- d) *Development of resource base class – Acorn class – to support children with more complex needs.*
- e) *SENDCo to have regular discussions with staff regarding provision to give to identified children and feedback advice given from Lancashire council.*
- f) *Staff meetings arranged to support staff with resources and information regarding strategies for providing an inclusive environment and curriculum to SEND children.*

- g) *Special Support Assistants (SSA) to be given time to read plans and adapt resources in order for identified children to thrive and succeed to the best of their abilities.*
- h) *Involvement of external agencies to support and tailor plans to meet the needs of the children which they are working with.***

***School have employed regular visits from Acorn Psychology (Claire Colclough) and also an independent SALT (Vicki Maughan) Alongside working with LCC support teams. i.e. OT, SALT, CAMHS, School Nurse etc...*

4. Ensure that the school collaborates with outside agencies and parents/carers effectively to meet the needs of staff and pupils.

Our targets for this particular area will be:

- a) *To draw on advice and expertise of relevant outside agencies to provide support for identified children.*
- b) *Continue to develop close working relationship with a variety of outside agencies including school nurse team, outreach workers, Lancashire SEND services, Child Action North West (CANW), Occupational therapists, Acorn Educational psychologists etc...*
- c) *To ensure that class teachers have regular discussions with parents/carers regarding the progression of children with SEND and suggested strategies.*
- d) *To facilitate 'drop in' opportunities at Parent Consultations for parents/carers to come in and discuss concerns or strategies with SENDCo as well as establishing an open-door policy.*
- e) *To offer separate or additional parents consultation times for parents/carers of children with SEND to come in and discuss the learning plan in-depth with the child's class teacher and, wherever possible, the SENDCo too.*
- f) *To further strengthen collaboration, expertise and knowledge of other SEND leaders and staff within the Chorley SEND networking cluster and also the specialist provision schools.*

5. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

Our targets for this particular area will be:

- a) *Regularly review and evaluate ILPs (through professional discussions) to ensure that children are given the most appropriate provision in order for them to make progress.*
- b) *Teachers and TAs to monitor the IMPACT of interventions via the monitoring log documents.*
- c) *SENDCo to gather case studies on the identified children to monitor and track their progress against SMART targets.*
- d) *Use the Rainbow Room as a calming, peaceful and sensory environment to carry out regulation support.*
- e) *Ensure that all staff are adopting a nurturing style when delivering support to SEND children, in cohesion with our school ethos.*
- f) *To provide support and advice to early career teachers, other teachers and support staff who are involved with working alongside SEND children.*
- g) *Update SEND list and continuously add chronologies on CPOMS (electronic storage) and include appropriate learning plans.*

Section 3: Identifying special educational needs

In accordance with the Code of Practice (2015), there is a graduated approach set up in order to determine which children have a special educational need and the process which the SENDCo, practitioners, parents/carers and outside agencies become involved in. Duke Street Primary school have created many routes for early identification linking to communication, social, emotional and Mental health barriers and physical barriers. This is in order for children to have needs identified at the earliest possible opportunity and support to be put in place at the earliest possible stage to promote progress.

It begins with quality first teaching (also known as high quality teaching). It is the responsibility of the teaching staff to plan and provide an accurately challenging, broad and balanced curriculum which all children can access and achieve to their full potential. This is known as 'adaptive teaching.' It is here where the practitioners should notice and record any initial concerns. This is the opportunity for the teacher to provide further support for identified individual children and is the first step in responding to pupils who have or may have a special educational need. Concerns

should be added to CPOMS and alerting the school SENDCo to build up a chronology which may be used to tailor support required for a child.

If the concerns become more apparent, then the teacher will have discussions with the SENDCo/Assistant SENDCo, who will offer advice on some next steps for the child. This will be done via a SEND concern form. Following this, may also come an observation where the SENDCo/Assistant SENDCo will come to class to observe the child, looking at the difficulties suggested.

If, after the advice has been followed, there is no significant change then the SENDCo/Assistant SENDCo will arrange a consultation with the teacher and parents/carers to discuss the issue further and agree on outcomes and provision via provision mapping. It is then vital that the progression of the implemented provision/support is reviewed regularly and monitored by appropriate staff. However, the additional intervention and support cannot compensate for a lack of high quality and adaptive teaching.

There are a number of areas of concern which are not SEN** but may have an impact on the progress and attainment of children. It is vital that these children are set achievable (SMART) targets in order to reach the desired outcomes in order for them to thrive and reach their full potential. At Duke Street Primary School, we measure the outcomes and provision for the children through provision maps for monitoring children and Individual Learning Plans (ILPs) for SEND children, alongside assessment data and any statistical/observational data used from certain interventions. We will also use review reports from external agencies, if they are involved and at the point to review the children. Support staff are encouraged to measure the impact of their input during 1:1 support or group support.

***Some of these areas of concern include;*

- *Disability*
- *Attendance and Punctuality*
- *Health and Welfare*
- *English as an additional language (EAL)*
- *Being in receipt of Pupil Premium Grant*

- *Being a Child Looked After (CLA)*

Admitting Children into school already in receipt of SEND

At Duke Street Primary School, we will have transition meetings with feeder Nurseries to obtain all information regarding a pupil's special educational need and/or disability. This will involve the SENDCo from Duke Street Primary contacting and visiting nurseries where children have a need. The SENDCo will meet with key workers and SENDCo at the Nursery school as well as attending a transition TAF meeting (if open to Early Help Assessment process) in order to obtain all information regarding concerns and suggested provision to put in place.

If a child transitions from another school in other year groups then the school SENDCo or a member of the outreach team will make contact with the child's previous school and ask for all relevant information, documentation and outside agency involvement to ensure that Duke Street Primary can continue to support the child in the best possible way for that child to achieve and progress.

For any children with disabilities, we will ensure that the previous school/nursery has informed relevant agencies about the school move and the SENDCo at Duke Street primary will obtain contacts from the previous school in order to contact the agencies to ensure there is sufficient equipment in school to support the child.

The SENDCo will also meet with SLT to ensure that staffing and resource arrangements can be facilitated and put in place ahead of the child with SEND starting.

Section 4

A graduated Approach to SEN support

It is paramount that we identify children with a special educational need as early in their learning journey as possible as a delay can give rise to learning difficulty, subsequently to a loss of self-esteem, frustration in learning and behaviour difficulties. (SEND code of practice, 2015 and SEND Review 2022) We strive to ensure that parents/carers are made fully aware of the assessment

process and provision put in place to support their child. Class teachers meet at parent's evening times and remain in regular contact with the parents/carers to discuss developments and next steps, mostly in the form of class dojo, in the children's education. Within some meetings, the SENDCo/Assistant SENDCo will also be present to discuss concerns or next steps with external agencies and/or referrals. The SENDCo will also hold opportunities to meet with parents/carers each year, during parents evenings and some planned 'SEND coffee mornings', to discuss your child's needs in more detail. We have 4 broad categories (graduated approach) which we follow to ensure accurate and early identification of special educational needs and steps to provide support, in order for children to fully achieve to the best of their potential throughout their learning journey.

For children to be placed on the SEND list, we follow a graduated approach to ensure that it is a special educational need and that it is appropriately planned and provided for. The approach works as follows in our school;

Assess

At Duke Street Primary School, early concerns of children who may need additional support are assessed with the Early Years practitioner or class teacher logging concerns on CPOMS and, when appropriate, meeting with the SENDCo/Assistant SENDCo and parents/carers to discuss concerns and analysing the child's abilities within class. Together they will discuss some areas for provision to enable them to make progress. There will be regular CPOM updates and, where necessary, meetings with class teacher, SENDCo and parents/carers to discuss whether or not the provision suggested is matching the needs and, if not, make appropriate adjustments. If no substantial progression is being made by the child after an agreed amount of time then, with permission from parents/carers, the SENDCo will complete a referral to relevant outside agencies such as a speech and language therapist (SALT), Acorn Educational Psychologists, specialist inclusion teacher, school nurse team, occupational therapist etc... to organise an assessment to be made by them. In some cases, there may also be involvement from the school outreach team to support families further.

For children who have pronounced difficulties and an ever-growing gap within their rates of learning or development, it will be agreed between all stakeholders that a referral for an Education, Health and Care Plan (EHCP) will need to be sought.

The practitioner is responsible for assessing the child's progress and delivering a broad, balanced and adequately challenging curriculum through adaptive teaching strategies to help the children to progress. The practitioner and SENDCo will look closely at the assessment data in line with national expected results for a child of similar age to determine if it is an SEN concern.

There is also a school funded SEND resource base class (Acorn Class) in our school for children who are experiencing significant difficulties from EYFS to Year 6, currently. Children accessing Acorn class are still in receipt of curriculum content but a purpose-built curriculum is carefully planned for and implemented to further promote progress. More details can be found on our school SEN website page.

Plan

If a decision is made that a child should receive SEN support, then the practitioner, with support from SENDCo/Assistant SENDCo, will develop desired outcomes and plan the support for the child, via provision mapping or ILPs. This will be shared with the parents/carers through various forms; parent's consultation appointments or receiving a hard copy of it. If parents/carers wish to add anything or question provision then this can be addressed within parent consultation meetings or an appointment can be made with the SENDCo. The document will state the provision and support that the child will receive in order to meet their outcomes and therefore make progression and review it each term. It will also state the key areas of need across the four designated areas of need;

- Cognition and Learning
- Speech, Language and Communication Needs
- Sensory and Physical
- Social, Emotional and Mental Health

It is the role and responsibility for the practitioner and teaching assistants to regularly annotate the SMART targets and progress from interventions on ILPs.

At Duke Street Primary School, it is vital for parents/carers to become fully involved and immersed in the learning journey of their child and made aware of the support available in order for them to progress. The practitioner and parents/carers will meet termly to review the progress made and, depending on successes, set new SMART targets outlining the provision provided for them to achieve

and thrive. This is usually via parents evening slots and extended times. It can also be done within TAF or general meetings. The SENDCo will also be available at parent's evenings for parents/carers to discuss concerns, discuss the provision in place or celebrate successes. The school will also send home a copy for parents/carers to read through and have as evidence for the support their child is receiving. It is the responsibility of the class teacher to ensure that an intervention is maximising their learning and showing progress. If an intervention is not successful, class teachers need to make alterations.

If a child has received external agency support, the school SENDCo will share the outcomes of the involvement with parents/carers, discussing the outcomes of the agency involvement and planning suitable tasks to meet the targets identified.

Do

The class teacher, support staff, senior leadership team (SLT) and SENDCo/Assistant SENDCo all have a part to play in ensuring that the support is implemented and closely monitored.

It is the responsibility of the class teacher, key worker and/or support staff to work with the child on a daily basis. The SENDCo/Assistant SENDCo will support the staff and, alongside the class teacher, oversee the implementation of interventions and/or programmes of support agreed during the SEN support consultation.

The class teacher and support staff will work together with the child on a daily basis and measure the impact which the intervention is having on their learning. Class teachers and support staff will sit together to discuss and make note of the impact which they can see from the support, ready to share with the SENDCo/Assistant SENDCo during termly ILP professional discussions. This will be either from what they have observed from the child or statistical data. It is also within this meeting when the discussions will be regarding the child's response to the actions taken and discussing any problems encountered during the interventions/programmes of support. The SENDCo will then advise, or draw on advice from outside agencies, for effective implementation of support for the child.

Review

It is the role and responsibility of the class teacher to ensure that the scores from intervention assessments or observational notes are input into the impact section of the ILP to indicate the progress made from the first baseline assessment.

Through the regular reviews and evaluations of the targets, the impact and quality of support provided will be overseen by the SENDCo/Assistant SENDCo and the child's class teacher alongside the child's parents/carers and also allowing the child to respond to their progress. During professional discussion meetings termly between the SENDCo/Assistant SENDCo and class teacher, the outcomes for the child can be amended based on the progress and developments made.

It is fundamental that parents/carers are fully informed of the progress and next steps in their child's learning journey and should be encouraged to become involved in the learning journey through engagement in parent consultations, drop-in meetings and, when necessary, TAF meetings.

If the child receives an EHC plan, the local authority will request a review to be completed every 12 months, unless a sooner review is deemed necessary, with the participation of relevant outside agencies. The SENDCo at Duke Street Primary School will lead the annual reviews on behalf of Lancashire County Council and arrange the meeting as well as inviting relevant parties and circulating reports.

Managing Pupils needs on the SEND list

At Duke Street Primary School, all children who are identified with a special educational need are in receipt of an updated Individual Learning Plan (ILP). The SENDCo/Assistant SENDCo will offer advice and support and write plans together with the class teacher if they are needing extra advice and guidance. These ILPs will outline the specific area/s of need which the child has that needs to be addressed and it will include the ***focussed intervention, high quality teaching and support*** which will be provided in order for the children to make progression against their identified area/s of need.

It is the responsibility of the class teacher to deploy the support staff to work with the children who have been identified as having special educational needs, unless that child has an EHCP. In which case, funding can supply the child with a special support assistant (SSA) for a designated number of hours per week. The school has also deployed 7 teaching assistants and 2 teachers (1 part-time) to teach in the SEN resource base class (Acorn Class) for children with more complex needs. Additionally, there are 2 nurture specialists who will work with children to support social and emotional aspects to learning, as well as providing some support with academic progress.

The class teachers and other adults involved with the support for the children will collate evidence and feedback from the programmes/interventions which they have taken part in and feedback to the class teacher to be added within the impact section of the ILPs. Evidence of impact from interventions or focused, targeted programmes will be kept in the ILP folders or books and made available for any stakeholder to view it when deemed necessary. The class teacher will sit with the SENDCo/Assistant SENDCo to review plans so that discussions regarding all SEND pupils can be done at a professional level and next steps can be agreed.

As part of the ILPs, the class teachers will create and set, for each identified child, specific, measurable, achievable, realistic and timely (SMART) targets outlining the desired outcomes and what focussed support they will receive and by whom, with support from the SENDCo/Assistant SENDCo or other outside agencies if necessary. These SMART targets will be stipulated in their ILPs and they will be reviewed termly. It is important to note that the class teachers have the flexibility to review targets on a *shorter* notice if they think the outcomes are being met.

The SENDCo/Assistant SENDCo will also oversee the provision in classes and quality first and adaptive teaching through looking at examples of work in books, classroom observations and completing pupil conferencing. The SENDCo/Assistant SENDCo will offer support and advice where necessary, including carrying out specific, individualised observations of children within their learning environment, if requested.

The SENDCo/Assistant SENDCo will have a copy of all up to date ILPs on each child's specific document vault on CPOMS electronic portal and will carry out monitoring of SEN support throughout.

Teaching staff will also discuss the impact of provision and what support the child has received alongside their next steps with the Senior Leadership Team during Pupil Progress meetings.

Our school local offer and SEND information report outlines clearly what level of support is offered to SEND children and the funding which is provided for a certain level of support to be given. (*See Local offer and SEND information report*)

At Duke Street Primary School, we collaborate with many outside agencies so that we can fully support all children with SEND and their families. By doing this, we are providing a strong support network for children, parents/carers, practitioners, SENDCo and SLT. This enables the best possible support to be put in place for the children identified with special educational needs at Duke Street.

Some of the outside agencies which we use are as follows;

- Special Educational Needs and Disability team (SEND team)
- Acorn Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse Team
- Occupational Therapy
- Speech and Language Therapy & Independent Speech and Language Therapist (SALT)
- Physiotherapy
- Children's Social Care
- Bought-in outreach support workers (x2)
- Child Action North West (CANW) – Child counselling services

In order for children to be referred to an outside agency, the SENDCo must have agreement from parents/carers after providing intensive support for the child. If there are no signs of developments or improvement or if a child is presenting quite complex, then a request for service can be completed. In some cases, an Early Help Assessment (EHA) must be completed for outside agencies to be sought.

It is the responsibility of the SENDCo to manage and oversee the work completed by outside agencies and have regular meetings to create an action plan for the child in order for them to develop and make progress. This will also be the responsibility of the SENDCo to add to the

electronic CPOMS chronologies of the children. Parents/carers will be updated regularly and the SENDCo will make contact to share full reports, findings and advice alongside class teachers sharing updates with parents/carers so that they are fully informed of progress and next steps.

Section 5: Criteria for exiting the SEND list/record

At Duke Street Primary School, the SENDCo oversees the progress and development of children and through discussions with practitioners and parents/carers, decides which children need to be placed on the SEND list for further support.

The SENDCo and office manager will input the children onto a SEND list through the SIMS programme. Their names and details of their specific need will be added. This will be reviewed regularly and progress against outcomes will be addressed. Chronologies and information regarding the children will also be added to CPOMS.

A child can be exited from the SEND list, if it is deemed by necessary stakeholders that the gap has been narrowed and the difference between the child and a child of chronological age is minor, if the child is not needing support which is above and beyond that of a child of similar chronological age or if the particular need is not preventing the child from accessing purposeful learning or impacting on social and emotional aspects.

Section 6: Supporting pupils and families

Our local offer (Part 4) and SEND information report include details of the levels of support we can offer to pupils and their families. At Duke Street Primary School, we endeavour to ensure that the needs of both the child and the family are met and therefore involve relevant outside agencies through a request for service. Duke Street has strong working relationships with outside agencies to provide further support for both children and families.

Pupils with special educational needs will be admitted to Duke Street Primary in line with the school's 'Admission policy'. School will meet the requirements of the SEN and Disability Act. Where school is alerted to the fact that a child may have a learning difficulty or other individual need, plans will be put in place in advance of admission.

Where the children are in Year 6, the SENDCo, practitioner and head teacher will discuss whether the SATs tests are accessible for the child's particular need and what can be put in place in order for SEND children to participate in the formal testing. On occasions, the SEND children have had more time allowance, 1:1 reading (where appropriate) and a different environment to complete formal tests within. Some SEND children have also been 'disallowed' depending on the severity of their needs. This is all completed in line with statutory 'Access arrangements' guidelines.

At Duke Street Primary School, for children from Reception to Year 6 there is one full day transition in the summer term each year for children to meet their new teacher, class and new learning environment, alongside further informal transition visits if it is deemed necessary.

Year 6 complete a transition morning or days in their new secondary schools also. School can arrange extra transition days for SEND children to allow them to become more familiar with their new setting and new faces.

Support Assistants can also complete work at school to familiarise the child with teachers and rooms in the new secondary school. We also offer children from feeder Nurseries, extra opportunities to visit their new teacher and learning environment which they will be moving up to in the following September, if needed after the transition sessions already taken place. The SENDCo will also arrange for high needs SEND children to receive a 'moving up' booklet or video of the new class to look at over the summer holidays to reduce anxiety and worries. More information about transition can be found in section 12 of the SEND information report.

Section 7: Supporting pupils at school with medical conditions

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.

Children who have an EHC plan may also have medical needs. If this is the case, then the EHC plan brings together health and care needs, as well as their special educational provision in accordance with the SEND Code of Practice (2014).

Duke Street Primary School has a specific '*Medical Policy*' which is followed. The school has a collection of care plans which are stored in a medical file and also given to members of staff, for children who have a medical need. Each care plan states the medical need and what to do in an emergency. Each class and the school kitchen also have a poster of key children with severe medical needs and what to do in an emergency. The SENDCo will have regular updates from the School Nurse Team to go through and check care plans. The SENDCo will also have discussions with parents/carers regarding taking the children to the GP and receiving an updated medical care plan.

Section 8: Monitoring and evaluation of SEND

The policy will be reviewed annually by the Headteacher, SENDCo and Standards and Effectiveness Committee. Pupils will be invited to add their views via pupil conferencing during the learning walks into class. Parents'/carers' views will also be taken into account via annual parent questionnaires.

The SENDCo monitors the movement of the SEN system within school. The SENDCo provides staff with summaries of the impact of the policy on the practice of the school via evaluations of the SEND action plan.

The SENDCo will oversee and have professional discussions with members of staff regarding the impact of the provision set out in their ILPs. The SENDCo will also evaluate the progress of SEND children.

The SENDCo will feedback positive findings from assessment data analysis and will also discuss further areas for improvement with the head teacher, Governors and members of staff. The SENDCo will also evaluate the progress of SEND children using internal statistical data and SATs data.

Teaching staff are encouraged to monitor and evaluate the progress made by their SEND children through regular reviews of their ILPs and also regular input from support staff who will complete monitoring forms after 1:1 or small group sessions.

Annual dips will take place within selected classrooms in school to observe the high quality teaching taking place and how the teacher is effectively planning the curriculum to suit the needs of the SEND children, as well as looking at work in books and completing some pupil conferencing.

Section 9: Training and resources

At Duke Street Primary, we recognise that in order to develop effective inclusive practice in the school, we need to keep staff fully updated concerning all issues related to it. The head teacher and the SENDCo will support staff identifying their areas of need via an annual audit for special educational needs issues.

Performance management will often be a means of identifying staff training needs also. The SENDCo will disseminate information at staff meetings and twilight sessions. Where appropriate, staff will be encouraged to attend courses and to disseminate information. The SENDCo will also attend regular network meetings such as SENDCo seminar meetings to receive updated and relevant training.

Non-teaching staff who support individual pupils and groups of pupils, with special educational needs, will continue to develop their curriculum knowledge and receive up to date training to develop their practice and knowledge of special educational needs. This will be updated through meetings with the SENDCo and other appropriate staff and by attendance at appropriate externally provided courses.

When there appears to be a school-based need, we will buy in professional help to deliver to the staff during the twilight sessions.

The governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

The governors will ensure that the needs of the pupils are met by employing a SENDCo who will identify needs and manage provision.

The SENDCo will use the child's EHC plan and specific banding document to determine appropriate provision. The governors will ensure that appropriate support staff are employed to support pupils and staff. (For current staffing see *School Brochure*). All children with an EHCP have funding to cover their particular SSA hours and the SEND team specialist teacher support.

Currently, £1000 is allocated from capitation for resources to support inclusive learning and a total of £6250 for specialist professionals. (Acorn EP services and independent SALT) The SENDCO will complete an action plan to ensure that inclusive learning needs are met. These areas will then be fed into the School Development Plan.

Section 10: Roles and responsibilities

Mr Louis Reay and Miss Laura Partington are the SENDCos. Their role is to monitor the SEND policy and to report annually to the governing body. They can be contacted via email at: l.reay@dukestreet-pri.lancs.sch.uk, l.partington@dukestreet-pri.lancs.sch.uk or by contacting the school office on 01257 239950. The SENDCO at Duke Street Primary School is also part of the senior leadership team (SLT). The governing body has identified a SEND governor and also has the Standards and Effectiveness Committee as the panel of governors to discuss and review SEND in the school.

The SENDCo and Governors will work together to monitor and assess the impact of provision provided to the children and also to identify barriers to learning and support all staff in identifying strategies, support professional development and to purchase appropriate resources. The SENDCo will keep the head teacher regularly informed about new initiatives, concerns and positive outcomes of the SEND policy.

All class teachers and support staff are responsible for meeting the needs of all pupils in their class and monitoring and evaluating the impact of their provision and further support. Support staff are also responsible for working with SEND children and monitoring their progress during intervention sessions. Each member of support staff will have a named line manager from the senior leadership team.

The Head teacher is responsible for reviewing and updating the 'Medical Needs Policy.'

Rachel Von-Kaenal and Emma Robinson are the current members of staff responsible for specific Safeguarding responsibility.

Section 11: Storing and managing information

Confidential documents regarding the special educational needs of children are stored in a safe electronic programme called CPOMS, which is backed up and 100% safe and confidential. Confidential paperwork which is no longer needed will be filed for confidential shredding. This is in coincidence with our schools 'Sharing information and Confidentiality policy.'

Section 12: Reviewing the policy

The policy will be reviewed annually by the Head, SENDCo and Governor. The policy will be reviewed in accordance with current and relevant legislation and also tailored towards the school's needs for special educational needs.

****Review date: September 2026***

Section 13: Accessibility

Duke Street Primary School is wheel chair accessible through doors at the front, rear and playground and also the near the doors at the end of the KS2 corridor. These doorways and entrances to the school are accessible via a ramp and are wide enough to accommodate a wheel chair. There are two allocated disabled parking spaces on the school car park clearly marked for disabled use only and are wider. There are disabled toilets for adults and children. We also have provision such as a hoist, shower and medical bed that is height adjustable which can be used if needed.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. Furniture would be adapted if necessary. With advice from

physiotherapists and occupational therapists, children have appropriate chairs (i.e. Leckey Mygo chair) and stands.

To ensure that all pupils have access to the curriculum and make progress within it, timetables are arranged for all subject areas. Teacher planning will take account of the range of abilities and individual needs within a group or class. Activities will be differentiated for individuals or planned to enable all pupils to succeed at their level and to make progress.

ILPs will contain targets that refer to aspects of the curriculum at their key stage in English and Maths. They may be drawn in to work in small groups on specific programmes targeted at their needs. ILPs will contain targets that refer to aspects of the curriculum where a pupil has difficulty.

More details about accessibility can be found in our local offer and also the SEND information report. (Sections 1, 3c, 3d, 6 and 8)

Section 14: Dealing with complaints

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, speak to their child's class teacher. If they are still unsatisfied with the provision then they should arrange a meeting with the child's class teacher and the SENDCo at a convenient time to discuss their concerns. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the head teacher is unable to resolve the difficulty then the parents/carers should put their concerns into writing for the attention of the SEND Governor. When all other avenues have been exhausted, the Chair of Governors will be notified.

Section 15: Bullying

As Duke Street Primary School is a highly inclusive school and believes that all children should be happy, safe and confident in school, we take any act of bullying very seriously. The school has an

'Anti-bullying' policy which outlines the procedures and sanctions in relation to instances of bullying. Each year the school hosts an 'Anti-bullying' week to raise awareness of how bullying can make others feel and what the definition of bullying is. Parents/carers will be made fully aware of our 'Anti-bullying' policy which is available on the website.

Members of staff are trained and understand the procedures when dealing with bullying and also are aware of the signs when a child is being bullied.

Section 16: Appendices

- The local offer for Lancashire and for Duke Street Primary School can be accessed on the Lancashire website below;

<https://www.lancashire.gov.uk/send/> or alternatively see our school website: [Special Educational Needs & Disability Information | Duke Street Primary School \(dukestreet-pri.lancs.sch.uk\)](https://dukestreet-pri.lancs.sch.uk/special-educational-needs-and-disability-information/)

- SEND information report and other information and documents regarding provision for children with SEND can be found on our school website.

[Duke Street Primary School \(dukestreet-pri.lancs.sch.uk\)](https://dukestreet-pri.lancs.sch.uk/)