

Lancaster Lane Primary School and Pre-School



SEND Policy

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At **Lancaster Lane Primary School and Pre-School**, we are committed to doing our utmost to meet the special educational needs of all pupils and ensure they achieve the best possible outcomes. This commitment reflects our mission statement:

This policy complies with the statutory requirements laid out in the **SEND Code of Practice 0–25 (September 2014), section 3.65**, and is informed by the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2021/2022)

This policy has been created by the school's SENDCo, Mr Clucas, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disabilities.

Aims

At Lancaster Lane, we value all children equally and recognise the entitlement of each pupil to receive the highest quality education. Within a caring and mutually supportive environment, we aim to:

- Build upon the strengths and achievements of each individual.
- Create an environment in which all individuals are respected, valued, and supported to grow in confidence and self-esteem.
- Provide equal access to all aspects of school life through academic, social, and practical experiences. This will enable all children to experience success, regardless of SEN, disability or other factors, wherever reasonably practicable and compatible with the effective education of all pupils.
- Ensure that effective channels of communication are maintained, so that all stakeholders—including parents and carers—are informed of pupils' progress and the Special Educational Provision (SEP) being made.
- Identify children with SEND as early as possible through regular and robust assessment.
- Enable pupils with SEND to make the greatest possible progress from their individual starting points.
- Promote inclusive teaching and learning strategies across the school.
- Support the holistic development of each child in line with the **'Every Child Matters'** agenda.
- Encourage all pupils to participate fully in school life.
- Collaborate with external agencies and professionals to provide high-quality specialist support.

Broad Areas of Need

In accordance with the SEND Code of Practice, we use the following four broad areas to plan support for pupils:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

The purpose of identifying specific needs is not to fit a pupil into a category but to understand the most effective support strategies. We consider the full range of a pupil's needs, including those beyond their primary area of difficulty.

Additional Factors Affecting Progress

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

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

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

A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEND.

Class 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. Class teachers are responsible and accountable for the progress of all pupils in their class, including those who access support from teaching assistants or external specialists. Ongoing assessment allows teachers to identify pupils who are not making expected progress. This may include:

- Daily classroom observations
- Baseline assessments
- Termly tracking data
- National assessments (e.g., SATs)

Teachers will then consult the SENDCo to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials and adaptive teaching techniques. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the

child would be registered as receiving SEND Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

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

The Graduated Approach Cycle – Assess, Plan, Do, Review

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

ASSESS - The class teacher and SENDCo gather and analyse all relevant information about the pupil's attainment, progress, and learning profile. This may include formal assessments, classroom data, input from parents, and advice from specialists (with parental consent). Person-centred tools may also be used to understand what matters most to the child.

PLAN – Teachers, pupils, and parents collaborate to agree on clear goals, desired outcomes, and planned support strategies. Plans are documented and shared with parents/carers, detailing what support will be provided, how it will be delivered, and when it will be reviewed.

DO- The class teacher implements the plan with the support of teaching assistants and/or specialists as needed. The teacher remains responsible for monitoring the pupil's progress and adapting strategies in response to ongoing observations and assessments.

REVIEW- At the end of the intervention period (at least termly), the effectiveness of the support and the progress made are reviewed. Feedback from pupils, parents, and staff informs the next steps in the cycle.

The school's Local Offer can be found on the SEND page of the school website. 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. The SENDCo records the cost of provision made through provision mapping.

Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then 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 SEND 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 personalised plans
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (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

Education, Health and Care Needs Assessments (EHCNA)

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 the 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

The LA will then determine whether to issue an EHCP. For further details, visit:

 Lancashire County Council EHCP Guidance

Annual Review of EHCPs

EHCPs are reviewed at least annually. The SENDCo coordinates this process, inviting:

- Parents/carers and the pupils
- School staff
- Relevant external professionals
- A representative from the LA (where appropriate)

These **person-centred reviews** consider:

- Progress toward EHCP outcomes
- What others admire and appreciate about the child
- What is important to the child now and for the future
- Effective support strategies
- Unresolved questions or challenges
- An updated action plan

Any changes to the EHCP are formally recorded and submitted to the LA by the SENDCo.

Supporting Pupils and Families

Our school values strong parent partnerships. We are committed to involving families at every stage of their child's education journey, from early concerns through to transition.

We:

- Involve parents in all reviews and planning processes
- Provide opportunities for regular meetings with teachers and the SENDCo
- Encourage home–school collaboration (including shared activities)
- Provide information about the **Information, Advice and Support Service (IASS)**, formerly Parent Partnership
- Support engagement with outside agencies when appropriate

Parents of pupils with EHCPs are invited to annual reviews alongside involved professionals. The **Governors' Annual Report** updates parents on SEND provision and targets.

Lancashire's Local Authority's Local Offer can be found at [Your local offer - Lancashire County Council](#)

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

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year.

Health and Welfare Support

Medical Needs

The school works closely with families to ensure that pupils with medical conditions receive appropriate care and support. Initial discussions are held with parents/carers, and if additional input is required, the school nurse will be consulted. Referrals to medical professionals may be made through the child's GP where necessary.

Multi-Agency Support

To ensure a comprehensive and coordinated approach to meeting pupils' individual needs, the school collaborates with a range of external professionals and services, which may include:

- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Traveller Education Service
- Family Support Worker – providing practical and emotional support to children and families, particularly in relation to Education, Health and Care Plans (EHCPs)

This multi-disciplinary support ensures that each child's health, emotional wellbeing, and educational needs are addressed holistically.

Admissions

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

Lancaster Lane Primary School and Pre-School admits all pupils, including those with SEND, in accordance with its published **Admissions Policy**, fully compliant with the **Children and**

Families Act 2014.

During induction, we work with parents to identify any additional needs. If a child joins from another school, we seek records promptly to ensure a smooth transition. Our Admissions Policy is available on our website.

Medical Needs

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

Where relevant, we comply with the **Equality Act 2010** and follow the SEND Code of Practice.

Monitoring and Evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Lancaster Lane Primary School and Pre-School is committed to ensuring that all staff are well-equipped to support pupils with special educational needs and disabilities (SEND). To this end:

- **SENDCo Provision:** The Governing Body ensures that a suitably qualified and experienced SENDCo is appointed and allocated sufficient time to fulfil their responsibilities effectively.
- **Staffing and Time Allocation:** Time is set aside for staff to review pupil progress, plan differentiated learning, and share key information during class transitions. Teaching Assistant (TA) time is deployed strategically to deliver the individual support outlined in pupils' personalised plans. Teachers retain overall responsibility for the monitoring and implementation of this support.
- **Monitoring:** Time is allocated for the monitoring of SEND provision and pupil progress, ensuring a responsive and dynamic approach to support.
- **Professional Development:** Ongoing training for teaching and support staff is delivered through in-school sessions and external providers. This includes targeted INSET (in-service training) days and scheduled staff meetings, tailored to meet the evolving needs of the school and its pupils.
- **External Expertise:** The school allocates funding to secure external specialist advice, assessments, and interventions where necessary, in line with pupils' needs and Education, Health and Care Plans (EHCPs).

- **Governor Training:** The Governing Body, particularly the designated SEND Governor, receives regular updates from the Headteacher and SENDCo, and attends training to stay informed of statutory responsibilities and best practices.
- **SENDCo Development:** The SENDCo engages with current research and developments in SEND practice and is supported to access professional learning opportunities. Knowledge and skills gained are shared with staff through briefings, INSET sessions, or individual coaching. External professionals may also be invited to contribute to staff development.

Funding Allocation: The school budget includes dedicated funding for:

- Support staff
- Specialist resources
- Staff training
- Specialist teacher advice and assessment

Funding provided via EHCPs is allocated appropriately to ensure individual needs are met effectively.

Roles and Responsibilities

Governing Body

The Governing Body, supported by the SEND Governor (Mrs Lisa Sadikot), ensures the school meets its statutory responsibilities by:

- Receiving termly updates via the Curriculum Committee
- Reviewing and evaluating the SEND policy annually
- Ensuring the school prospectus reflects accurate and current SEND provision

Headteacher (Mrs Linsey Hankin)

As the 'responsible person' for SEND, the Headteacher:

- Oversees the strategic implementation of SEND provision
- Liaises with the Governing Body
- Works closely with the SENDCo and teaching staff to monitor and develop effective SEND practices

SENDCo (Special Educational Needs and Disabilities Coordinator)

The SENDCo is responsible for:

- Coordinating SEND provision across the school
- Maintaining the SEND Register and overseeing record-keeping
- Supporting staff with assessments, planning, and reviews

- Liaising with parents, carers, and external professionals
- Ensuring effective implementation and review of Individual Pupil Plans (IPPs) and provision maps

Class Teachers and Support Staff

Class teachers are accountable for the progress of all pupils, including those receiving additional support. Working in collaboration with the SENDCo, their responsibilities include:

- Identifying and assessing individual needs
- Planning and delivering differentiated support
- Maintaining class-based SEND files
- Contributing to reviews and updates of SEND provision

Storing and Managing Information

Lancaster Lane Primary School and Pre-School recognises the confidential nature of SEND information.

- **Paper records** are securely stored in the Headteacher and Deputy Headteacher's office.
- **Electronic records** are stored safely on CPOMS, the school's secure online management system.

Reviewing the Policy

This policy will be reviewed annually by the SENDCo, Head and nominated Governor, Mrs Lisa Sadikot.

Accessibility

In accordance with the Disability Discrimination Act (DDA) as amended by the SEN and Disability Act 2001, the school actively works to improve accessibility over time.

Our **Accessibility Plan**, **Inclusion Policy**, and **Local Offer** are available on the school's website:

Complaints

Complaints about SEND provision follow the school's general complaints procedure.

Parents or carers with concerns should:

- First speak to the class teacher
- Then, if unresolved, contact the SENDCo
- Next, escalate to the Headteacher
- If necessary, the Headteacher may consult the Area Special Needs Officer

Parents are also informed about the Information, Advice and Support Service (IASS), previously known as Parent Partnership, and supported to engage with the Local Authority if needed.

For serious or ongoing concerns, a written complaint may be addressed to the SEND Governor, who will escalate to the Chair of Governors, the School Adviser, or the LA SEND Adviser as appropriate.

Bullying

Lancaster Lane Primary School is committed to a safe and supportive environment for all pupils.

We recognise that children with SEND may be more vulnerable to bullying. As such:

- We actively promote a culture of inclusion, care, and respect
- We implement targeted support strategies to protect vulnerable pupils
- Staff receive training to identify and respond to any incidents swiftly

(Last reviewed June 2025)