

Samlesbury CE Primary School

'Let your light shine!'

Live as a light to others

Live to do good

Live to love God

Based on Matthew 5:14-16



SEND Policy

Policy written: June 2025

Review date: June 2026

I praise you because you made me in an amazing and wonderful way.

Psalm 139: 14

Introduction

Our Christian vision, based on the example of Jesus Christ, is at the heart of everything we do. Through example and teaching, our children are encouraged to develop to their fullest potential; to search for meaning and purpose in life within a caring Christian environment; to grow spiritually through daily collective worship and prayer, to develop an awareness of God and to make a personal response of their own. We also teach and encourage our children to care for all of God's creation as an expression of practical Christian faith, showing a concern and responsibility for their homes, communities and the wider world. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 2014 (0-25) 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 2014 (0-25)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

At Samlesbury CE Primary School, we believe in achievement for all and strive to create an inclusive culture, responding to the diversity of our children's backgrounds, interests, experiences, knowledge and skills. It is our desire to create an environment which enables all children to make the best possible progress socially, emotionally, physically and academically.

As a staff team we recognise that if we are to enable this to happen, then,

"teaching [should] be of a high quality, differentiated and personalised, to meet the needs of the majority of children"
(SEND Code of Practice 2014).

We promote high quality teaching for all learners and actively monitor teaching and learning throughout our school. We monitor the progress of all learners as adults continually assess, plan, do and review.

At different times in their school life, a young person may have a special educational need. The Code of Practice definition of SEND is:

"A child or young person has SEND 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 a 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 the same age in mainstream schools."

If a child is identified as having SEND, we will work with them to provide support that is additional to or different from the differentiated curriculum already in place in order to overcome their barriers to learning.

Aims of SEND Provision

- To identify children with SEND as early as possible and to put relevant and effective intervention in place.
- To raise the aspirations and expectations for all pupils with SEND.
- To support children to make the best progress of which they are capable.
- To provide all staff with the knowledge, understanding and confidence to enable children with SEND to achieve.

Objectives

To meet our aims, we will:

- identify children who are underachieving and aim to identify the reasons for this;
- provide support for SEND children to overcome their barriers to learning by putting in place effective and purposeful intervention;
- maintain appropriate records and to monitor pupil progress;
- work in partnership with children and parents;
- work effectively with parents / carers and with relevant outside agencies to meet the needs of children with SEND;
- work within the guidelines of the SEND Code of Practice 2014;
- provide a Special Educational Needs Co-ordinator (SENDCo) who will be responsible for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND;
- ensure staff have access to appropriate training and advice to support all pupils, including those with SEND;
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to SEND.

Identifying Special Educational Needs

At Samlesbury we continually monitor the progress of all our children as we recognise the importance of early identification and intervention. Staff hold regular discussions and analyse data produced through our tracking systems which help 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;
- does not match or better the child's previous rate of progress;
- does not close the attainment gap between the child and their peers;
- show an increased attainment gap between them and their peers.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with physical development or social skills in order to make a successful transition to adult life. Special Educational Needs can be categorised into four broad areas:

- 1) Communication and interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health
- 4) Sensory and / or Physical*

(SEND Code of Practice 2014).

*See Appendix 1 for a more detailed explanation of these areas

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cross all these areas and their needs may change over time. The support provided to an individual will be based on a full understanding of their particular strengths and needs, using this knowledge to provide well-evidenced interventions targeted at their areas of difficulty and where necessary, providing specialist equipment or software.

At Samlesbury we identify the needs of our children by considering the needs of the whole child and not just the special educational need, recognising there are occasions when progress and attainment are affected by factors other than special educational needs, such as:

- 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 or Previously 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. The Code Of Practice (2014)

suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. 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. The SEND Register is kept by the SENDCo in consultation with class teachers.

A Graduated Approach To SEN

Quality First Teaching – Wave 1

All children receive quality first teaching (Wave 1) in our school and it is the role of the class teacher to provide this, which should be differentiated for individual pupils as the first step in responding to pupils who have or may have SEND.

This means that:

- teachers have the highest possible expectations for all pupils in their class;
- all teaching is built on what the children already know, can do and can understand;
- different ways of teaching are in place so that children are fully involved in learning;
- specific strategies (such as those suggested by specialist teachers or outside agencies) are in place to support children to learn;
- teachers will liaise with parents to keep them informed with regards to their child's learning and progress.

At Samlesbury we regularly review the quality of teaching for all pupils. Children's progress is constantly assessed and reviewed so that any gap(s) in their understanding/learning will be identified and addressed through targets and interventions. This may lead to wave 2 intervention.

Targeted Intervention – Wave 2

- Targeted intervention which is usually delivered as a group session with specific targets to help children make progress.
- They may take place in the classroom or in sessions outside of whole class learning and may be delivered by a teacher or teaching assistant.
- Parents will be informed when their child is receiving targeted intervention that takes place outside of the whole class learning sessions.
- Class teachers are responsible for the provision of these sessions, with support from the SENDCo.

Specific Individual Support – Wave 3

Wave 3 intervention is when pupils may need 1:1 work, typically when a child has an EHCP. Alternatively, they may have been assessed by an outside agency, such as a Speech and Language Therapist, and be required to follow a programme of targeted support during school hours. This would normally take place outside of a whole class lesson and parents would be informed.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

Watch in Brief

If a child is identified as not making expected progress then they are discussed with the SENDCo and a plan of action is agreed with the teacher, which may include implementation of relevant intervention or individualised targets. The class teacher has the responsibility of sharing this information with parents. We call this stage 'Watch in Brief'. Each class teacher is responsible for creating an intervention timetable (at least once per term) which shows which children are receiving which interventions, when, how often and with whom. This timetable is monitored by the SENDCo. At this stage, an APDR form may be completed or an Early Help Assessment carried out, depending upon the complexity of needs (see below). If two terms of intervention have taken place and the child continues to make less than expected progress, discussion will be held with the parents/carers about moving a child to the SEND Register.

SEND Register

If a child continues to make less than expected progress despite the additional support, then they may be moved onto the school's SEND Register. The Code of Practice (2014) describes pupils as having SEND if they do not make adequate progress once they have had all the interventions and good quality personalised teaching. At this stage a APDR form (APDR – Assess, Plan, Do, Review) which is an individualised target plan will be developed (if one is not already in place), which will be discussed with both the child and the parent/carer on a regular basis (usually termly). Appropriate additional interventions and / or support will be put in place. External services or specialist teachers may also be accessed at this stage.

EHCP (Education Health Care Plan)

If a child has complex needs or 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 and Health Care Plan (EHCP). This will involve a multi-agency approach to assess the child's needs. Information will be gathered and the decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHCP. Further information about EHCPs can be found via the Lancashire [SEND Local Offer](#).

Pupils with an EHCP will have shorter targets set for them, linked to their achieving the end of key stage targets identified on their EHCP. This will be done through discussion with staff, parents, relevant external specialists and the pupil, wherever possible. This will lead to the completion of a Targeted Learning Plan (TLP) and the frequency with which this will be reviewed will be determined by numerous factors, such as progress being made, the size of the small steps to achieve the target etc but will be at least termly.

Exiting the SEN Register

A child will be exited from the SEN Register when they are accessing differentiation within the class which means they are no longer meeting the definition of SEND expressed within the 2014 Code of Practice, ie they no longer need provision above and beyond what is offered to the class as a whole.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

Admissions

Our admission policy is published on our website. The school welcomes pupils irrespective of their ability. Pupils with an EHCP will not be discriminated against, in line with the legislation outlined in the SEN and Disability Act 2001.

Supporting Pupils at School with Medical Conditions

We recognise that pupils 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.

Some children may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please also see our 'First Aid and Medicines Policy'.

Training

Staff appraisals and professional discussions identify individual training needs, with training being put in place in response to these discussions. In addition to this, staff receive additional training where new needs require a different sort of intervention or strategy, such as a specific Speech and Language approach: this is done as soon as possible after the need is identified.

The SENDCo holds the Postgraduate Certificate in Education (Special Needs and Inclusion), often referred to as the National Award for SENCos and regularly attends training to keep up to date with local and national updates in SEND.

We currently deliver a range of interventions in school for which staff have received training, eg IDL, Lego Therapy, social stories.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

Funding and Resources

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most 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 it is for the school to provide high quality appropriate support from the whole of its budget. (SEND Code Of Practice 2014)

Should a need identify equipment we do not already have in school, then the school will consider the cost implications (and where relevant, the physical and practical limitations for larger equipment) of purchasing what is required. Whilst parents and staff are involved, the Head Teacher is accountable for making the final decision.

The use of Teaching Assistants is linked to budgets and their role within school matches the needs of the children. The Resources committee aim to meet children's needs through the careful management of high-quality staff.

Roles and Responsibilities

All teachers in school teach pupils with special educational needs, however, in addition:

Both **Co-headteachers** (one of whom is also the **SENDCo**) ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. Both co-headteachers are Designated Safeguarding Leads.

The **SENDCo** is responsible for:

- co-ordinating SEND provision for children;
- liaising with and advising teachers;
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs;
- liaising with external agencies, such as medical services and support agencies;
- consultation with the class teacher to ensure that APDR forms are written and evaluated termly for children at Wave 2 support and above;
- meeting with the SEND Governor on a regular basis to discuss programmes of support and individual needs.

The **SEND Governor** monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the learners in their care. Class teachers should:

- monitor and evaluate all children's progress and set future targets for them;
- provide opportunities for pupils to work on their individual targets relating to SEN;
- ensure all pupils are included and are able to contribute in all activities;
- keep accurate records (APDRs/TLPS etc) of pupils in relation to opportunities and outcomes of interventions and ensure all staff working within their class are made aware of any barriers to learning and strategies to prevent them;

- report to the SENDCo any child that may be causing concern and meet with the SENDCo to discuss children's APDRs/TLPs on a regular basis;
- work with the SENDCo in the provision of information in preparation for an annual review for pupils with an EHCP.

Teaching Assistants deliver programmes of work for pupils who require additional support; keep accurate and up to date recordings of those sessions and pupil progress to enable school to monitor progress and develop their understanding of SEND through staff training and continued professional development.

Welfare Assistants and other **ancillary staff** are aware of children who may require more support and they are given strategies to support children at lunch time when necessary. At our school, our teaching assistants are also our welfare assistants so they are already fully aware of children's specific needs through working with them in class.

<u>Role</u>	<u>Person / Contact</u>	<u>Contact</u>
SENDCo	Mrs Louise Quayle	01772 877 200 head@samlesbury.lancs.sch.uk
SEND Governor	Mrs Kirsty Whiteside	01772 877 200 c/o bursar@samlesbury.lancs.sch.uk
Designated Leads for Safeguarding	Mrs Lucy Sutton Mrs Louise Quayle	01772 877 200 head@samlesbury.lancs.sch.uk
Children Looked After (CLA) Lead	Mrs Lucy Sutton	01772 877 200 head@samlesbury.lancs.sch.uk
Children with Medical Needs	Mrs Lucy Sutton	01772 877 200 head@samlesbury.lancs.sch.uk

Storing and Managing Information

The majority of information regarding a child's SEND is stored securely electronically on the school's server and only accessible by staff with a password, given to them by the co-headteachers. Any hard copies of documents relating to SEND are kept in a locked cupboard in school and only accessible via the SENDCo.

Links are also made within the SIMs system. If a child moves school we will ensure all SEND information is passed on abiding by our confidential regulations. Electronic transfer of information is done securely, with email receipts requested to confirm the documents have been safely received.

Please see our Confidential Policy and Fair Processing Notices for further information.

Accessibility

In accordance with the SEN and Disability Act 2001 we have an Accessibility Plan in place which can be found on our school website.

SMCS (Social, Moral, Cultural and Spiritual)

At Samlesbury CE Primary School we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. This is done as part of our daily living out of Christian Values: British values are also covered as part of this work and teaching. Our Christian Values and vision ('let your light shine') are at the heart of everything we do in school.

Our pupils' Christian values and spiritual, moral, social and cultural development, gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and nurture through a range of activities and opportunities both within and outside the school environment.

Equal Opportunities

Samlesbury is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and foster a caring and non-judgemental attitude throughout school. For more information see the school's Equal Opportunities Policy.

PREVENT

This policy is to be read in conjunction with the school's PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. The Counter Terrorism and Security Act 2015, section 26th February 2015. In line with legislation to prevent possible radicalization of individuals the school safeguards children through adherence to this policy and allowing Internet access under staff supervision.

Complaints

In the first instance parents should contact their child's class teacher to discuss any matter. If the matter is not resolved, then parents should discuss the matter further with the SENDCo or Headteacher in line with the school's Complaints Procedure. Please see our Full Complaints Policy which explains the full procedure for any complaints whether these be for SEND or any other aspect.

Parents are also able to access advice and support from [Lancashire SEND Information Advice and Support Team](#) (SEND IAS).

SEN Information Report & Lancashire Local Offer

Our school provides a statutory SEN Information Report which can be located on our website.

All Local Authorities have published their own Local Offer to provide parents and young people (0-25years) information about what services are available in their area and how to access them: [here is Lancashire's Local Offer](#).

Reviewing the Policy

This policy will be reviewed annually. The next date for renewal is June 2026.

Appendix 1

Broad areas of need – taken directly from SEND Code of Practice 2014

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other needs

We acknowledge that other aspects are not SEND but may impact on progress and attainment. Examples of these are: Attendance and Punctuality; Health and Welfare; EAL; Being in receipt of Pupil Premium Grant; Being a Looked After Child or Previously Looked After Child; Being a child of Serviceman/woman.