



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

St Luke and St Philips Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Policy

1. ETHOS AND CHRISTIAN SCHOOL VALUES

Our school provides grounding in the Christian Faith for all its children, with emphasis on collective worship as part of its daily life. Our Christian values of **Trust, Truth, Love, Peace, and Thankfulness** are built into the ethos, relationships, and teaching of our school, supported by all Governors and staff. Rooted in our belief that every child is unique, loved,

and created in the image of God, we provide a safe, nurturing environment where every child belongs. We also seek to encourage an understanding, empathy, and deep respect for all world faiths.

2. DOCUMENT PURPOSE AND AUDIENCE

This policy reflects the values, philosophy, and Vision Statement of St. Luke and St. Philip's Primary School in relation to the teaching and nurturing of children with special educational needs and disabilities (SEND). It sets out a consistent framework within which all teaching and support staff operate.

Audience:

This document gives a clear outline of the school's approach towards SEND to all staff, governors, parents/carers, and external partners.

Governance & Trust Oversight:

The Multi-Academy Trust, in co-operation with the Local Governing Committee (LGC) and Headteacher, determines and monitors the school's policy and approach to provision for children with SEND. The Trust and School adhere to:

- The **SEND Code of Practice (2014/2015)**
- The **Equality Act (2010)**
- The **New National and Local Inclusion Strategy & Standards** (driving high-quality universal provision, early intervention, and inclusive cultures)

The Headteacher has overall strategic responsibility for overseeing provision for children with SEND and keeping the governing body fully informed. The Send Manager oversees day-to-day operations. Copies of this policy are available for parents and carers.

3. AIMS AND OBJECTIVES

As a Christian school, we believe that all individuals are unique and of equal value, regardless of their abilities, background, physique, or experiences. We are committed to a **nurturing, trauma-informed, and relational framework** that nurtures the whole child—cognitively, emotionally, socially, and spiritually.

Aims:

- **Universal High Expectations:** Ensure all children access a broad, balanced, and ambitious curriculum suited to their individual stage of development.
- **Nurturing & Relational Culture:** Foster emotional safety, belonging, and connection through trauma-informed practice and Emotion Coaching.
- **Early Identification & Barrier Removal:** Identify individual needs as early as possible and deploy targeted support in line with the New Inclusion Strategy.
- **Regulation & Wellbeing:** Provide environments, strategies, and sensory spaces (such as 'The Ark') that support emotional and sensory co-regulation.

- **Child & Family Co-Production:** Value and actively involve pupils and parents/carers in planning and target-setting.
- **Adaptive Teaching:** Make reasonable adjustments and follow adaptive teaching strategies for all pupils across all curricular areas.
- **Staff Empowerment:** Ensure all staff are equipped with professional reports, strengths, and holistic strategies to adjust teaching so that every child experiences success.

Policy Objectives:

- All governors, staff, pupils, and parents clearly understand the school's approach to SEND and educational inclusion.
- All staff consistently implement nurturing, trauma-informed, and adaptive teaching practices daily.

4. NURTURING APPROACH: EMOTION COACHING, TRAUMA-INFORMED PRACTICE & REGULATION

We recognise that emotional wellbeing and positive mental health are fundamental prerequisites for successful learning. Our school embeds the core principles of **Nurture**, **Trauma-Informed Practice**, and **Emotion Coaching** into daily school life.

4.1 Nurture Principles

We operate under six core nurture principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing and self-esteem.
4. Language is a vital means of communication.
5. **All behaviour is communication.**
6. The importance of transition in children's lives.

4.2 Trauma-Informed Relational Practice

Staff understand that children's past experiences and trauma can impact their nervous system, sense of safety, and ability to engage in learning. We apply the relational model of **Protect, Relate, Regulate, Reflect**:

- **Protect:** Creating predictable routines, calm environments, and relational safety so children feel secure.
- **Relate:** Prioritising "connection before correction," building deep, trusted relationships, and showing unconditional positive regard.
- **Regulate:** Supporting children through adult **co-regulation** when they feel dysregulated, overwhelmed, or distressed.
- **Reflect:** Helping children understand their emotional experiences and restore relationships once calm and ready to reflect.

4.3 Emotion Coaching

Staff are trained in **Emotion Coaching**—a relational technique that views emotional moments as opportunities for teaching and connection:

1. **Notice & Empathise:** Recognizing the child's emotional state (e.g., anxiety, anger, sadness).
2. **Label & Validate:** Helping the child label their feeling without judgment (*"I can see you are feeling overwhelmed right now, and that's okay"*).
3. **Set Empathetic Boundaries:** Maintaining clear expectations around safety while validating the feeling (*"It's okay to feel angry, but it's not okay to push"*).
4. **Co-Regulate & Problem-Solve:** Working together to find an effective, restorative solution once the child is calm.

4.4 Sensory and Emotional Regulation

Recognising that children must be regulated before they can relate and reason, we integrate proactive regulation tools into daily learning environments:

- **Co-Regulation to Self-Regulation:** Staff guide children through soothing, grounding techniques, rhythmic movement, and deep breathing.
- **Sensory Tools & Breaks:** Access to movement breaks, tactile resources, wobble cushions, noise-cancelling headphones, and visual schedules.
- **Calm Spaces & 'The Ark':** Quiet, low-arousal spaces within classrooms and our dedicated room, 'The Ark', designed for sensory circuits, sensory stories, massage, TEACCH tasks, and emotional reset.

5. THE NEW INCLUSION STRATEGY & EDUCATIONAL INCLUSION

In alignment with the **New National SEND and Alternative Provision Improvement Plan** and local Blackburn with Darwen (BwD) inclusion guidance, St. Luke and St. Philip's Primary School prioritises an **inclusive Universal Offer**.

We respect and accommodate the fact that children:

- Have different educational, emotional, sensory, and behavioural needs.
- Acquire, assimilate, and process information at different rates.
- Require varied, flexible teaching approaches, scaffolding, and multi-sensory experiences.

High Quality Universal Teaching

Teachers respond to diverse needs by:

- Designing accessible learning, providing multi-sensory resources, and preparing visual scaffolds.
- Adapting pace, task structure, and delivery without lowering expectations.

- Utilizing in-class support effectively to facilitate independence, co-regulation, and learning.
- Helping children manage their social development and emotions, particularly stress or trauma, ensuring they are active participants in learning.
- Promoting peer empathy, anti-bullying, and supportive friendships.

6. INCLUSION AND EQUALITY

Excellence is expected for all. Formative and summative assessments are used to plan high-quality, inclusive work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Disadvantaged pupils
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

We eliminate barriers to learning so that pupils with SEND study every National Curriculum subject wherever possible. Class trips and enrichment activities are fully inclusive and risk-assessed to ensure universal access.

In line with the Equality Act 2010 and the nine protected characteristics, classroom management promotes equality, eliminates discrimination and harassment, and celebrates diversity.

7. SPIRITUAL, MORAL, SOCIAL, AND CULTURAL (SMSC) DEVELOPMENT & BRITISH VALUES

Planned and spontaneous opportunities are seized to support children's spiritual, moral, social, and cultural development. The promotion of **British Values** (Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of different faiths and beliefs) is central to our school, naturally reflecting our core Christian values.

8. CODE OF PRACTICE & BROAD AREAS OF NEED

The school adheres to the definition of SEND in the *Special Educational Needs and Disability Code of Practice (2014)*:

"A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her—that is provision additional to, or different from, that made generally for others of the same age."

The four broad areas of need recognized under the Code of Practice are:

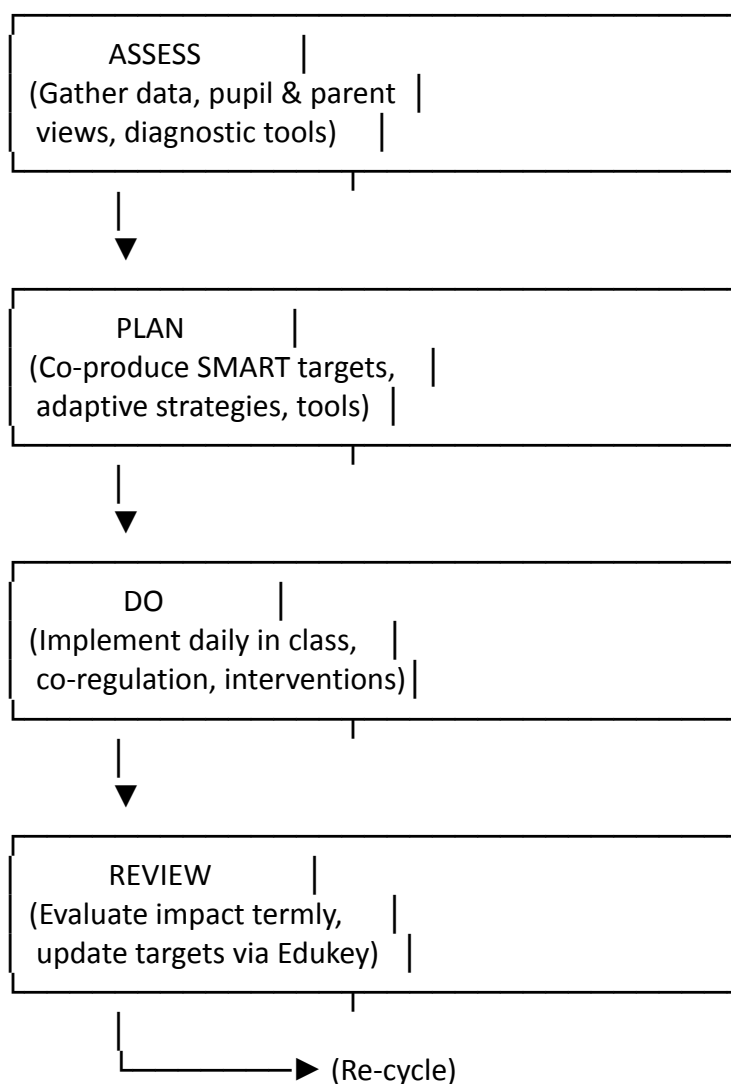
1. **Communication and Interaction** (e.g., Speech, Language and Communication Needs [SLCN], Autism Spectrum Condition [ASC])
2. **Cognition and Learning** (e.g., Specific Learning Difficulties [SpLD], Moderate Learning Difficulties [MLD])

3. **Social, Emotional and Mental Health (SEMH)** (e.g., anxiety, attachment needs, trauma, ADHD)
4. **Sensory and/or Physical Needs** (e.g., visual/hearing impairment, gross/fine motor delays, sensory processing differences)

(Note: Children are not regarded as having a learning difficulty solely because their home language differs from the language of instruction.)

9. GRADUATED APPROACH (SEND PATHWAY)

Support follows the four-stage cycle: **Assess** → **Plan** → **Do** → **Review**, aligned with Blackburn with Darwen (BwD) Graduated Response guidelines.



Step 1: High Quality Teaching & Early Identification

Where a child is not making expected progress or shows emotional/sensory distress, the class teacher gathers information, implements initial classroom adjustments, and discusses concerns with parents/carers.

Step 2: Internal Referral & Assessment

An internal referral is submitted to the SEND Manager. With parental permission, diagnostic assessments are conducted as needed:

- **Language & Communication:** Receptive/expressive language, Blank levels, vocabulary understanding, narrative, speech sounds.
- **Cognition & Literacy:** Reading age/comprehension, phonological awareness, sight words, Dyslexia Screener Portfolio, working memory, processing speed, verbal fluency.
- **Sensory & Motor:** Sensory profiles, gross and fine motor skill assessments.
- **SEMH:** Social-emotional skills screeners, observation of emotional regulation and trauma indicators.

Step 3: Targeted Provision & SMART Plans

Following assessment, the SEND Manager recommends adaptive teaching strategies, reasonable adjustments (in line with BwD Mainstream Guidance), and targeted interventions. The child receives an **Individual Education Plan (IEP)** with **SMART targets**:

- **S** – Specific
- **M** – Measurable
- **A** – Achievable
- **R** – Realistic & relevant
- **T** – Time-limited

Target plans are co-produced with parents and formatted into child-friendly language where appropriate, empowering pupil voice.

Step 4: Termly Review

Targets are formally reviewed termly by the class teacher, SEND Manager, support staff, parents, and child. Feedback is shared at Parents' Evenings and recorded via **Edukey**.

10. EDUCATION, HEALTH AND CARE (EHC) ASSESSMENT AND PLANS

Where progress remains significantly limited despite at least two full cycles of the Graduated Response and targeted interventions, the school or parents may request an **Education, Health and Care Needs Assessment (EHCNA)**.

Requirements for EHC Request:

- Evidence of two completed Graduated Response cycles.
- Formal involvement and reports from an **Educational Psychologist (EP)** and relevant **Advisory Teachers** from the SEND Support Service.
- Involvement of any other multi-agency health or social care professionals.
- Two recorded SEND review meetings gathering child and parental voice.

The local authority determines whether an EHCP is required to secure long-term, coordinated provision across education, health, and care.

11. SPECIALIST ASSESSMENTS & Bespoke Provision

11.1 PIVATS & Cherry Garden Assessment

- **PIVATS:** Used to assess small-step academic progress for children with EHCPs or 1:1 support who are working below national curriculum year-group expectations. Reports are submitted termly to the Inclusion Manager and Headteacher.
- **Cherry Garden Assessment:** Used for pupils working within the **Engagement Model**, tracking development from Reception flightpaths linked to year-group themes.

11.2 'The Ark' (Sensory & Nurture Provision)

To support children who temporarily struggle to regulate or access the mainstream classroom due to complex sensory, emotional, or SEND needs, the school runs a dedicated nurture space called '**The Ark**':

- **Provision:** Delivers TEACCH-based structured tasks, sensory circuits, sensory stories, sensory massage, music, and foundational emotional regulation work.
- **Integration:** 'The Ark' serves as a calm, temporary base. Children accessing 'The Ark' maintain strong links with their year-group peers, attending outdoor provision, assemblies, and mainstream curriculum lessons whenever possible.

12. ROLES AND RESPONSIBILITIES

12.1 SENCO

- Oversees the day-to-day operation of the SEND policy and tracks pupil progress.
- Coordinates provision, manages diagnostic testing, and liaises with external agencies, parents, and secondary schools.
- Guides staff on adaptive teaching, trauma-informed strategies, and Emotion Coaching.
- Is completing the NPQ SENCO Award and holds a Designated Safeguarding Lead (DSL) qualification.

12.2 SEND Manager

- Oversees the day-to-day operation of the SEND policy and tracks pupil progress.
- Coordinates provision, manages diagnostic testing, and liaises with external agencies, parents, and secondary schools.
- Guides staff on adaptive teaching, trauma-informed strategies, and Emotion Coaching.
- Is completing the NPQ SENCO Award and holds a Designated Safeguarding Lead (DSL) qualification.
- Is overseen by a named SENCO

12.3 Class Teachers

- Hold legal and pedagogical responsibility for all pupils in their class.
- Plan and deliver high-quality, adapted lessons meeting diverse needs.
- Implement emotion coaching, co-regulation, and trauma-informed strategies daily.
- Lead termly target reviews with support staff and parents.

12.4 SEN Support Assistant (SENCA)

- Trained in: **Trauma-Based Learning, Aces's Neurodiversity, EBSA, Cherry Garden Curriculum, PIVATS, and Gross Motor Skills (GMS).**
- Delivers specialist interventions, liaises with Speech & Language Therapists (SALT), and supports the SENCO in monitoring provision.

12.4 Special Support Assistants (SSAs) & Learning Support Assistants (LSAs)

- Work directly with children with EHCPs or targeted SEN support.
- Implement IEP targets, SALT programs, and regulation strategies under teacher direction.
- Complete termly evaluations linked to personal targets and external professional recommendations.

13. MONITORING AND RESOURCES

Monitoring Mechanisms

The SEND Manager regularly monitors the SEND register to ensure fluid movement (adding children who require support and removing those who achieve age-related expectations):

- Attends termly Pupil Progress Meetings with the Headteacher.
- Conducts half-termly SEND data analysis and classroom drop-ins focusing on adaptive teaching and regulation strategies.
- Conducts 1:1 pupil voice discussions and Edukey quality assurance checks.
- Reports termly to the Local Governing Committee.

Resources & Technology

- Provision is funded via the school's SEN budget, with LA top-up funding applied for high-needs pupils.
- Physical resources are catalogued in the KS1 resource cupboard.
- Assistive ICT tools include **Clicker 8, Purple Mash, Google Docs, and Talk equipment.**

14. PARENTAL PARTNERSHIP, RECORD KEEPING & TRANSITIONS

Parent & Pupil Partnership

We view parents/carers as equal partners. Parents are formally updated at least three times a year (two Parents' Evenings and an end-of-year written report). Parents are encouraged to maintain contact with the SEND Manager and class teachers at any point.

Record Keeping

- Teachers maintain Class SEND Files (IEPs, strategy sheets, external reports).
- The SEND Manager maintains central confidential records in the SEND office and uses **Edukey** to record targets, meeting logs, and professional advice.

High School Transition

- **Year 5 Review:** EHCP reviews in Year 5 outline secondary provision recommendations and specialist placement requests where applicable (supported by an updated Educational Psychologist view).
- **Year 6 Transition:** High School SENCOs are invited to Year 6 Annual Reviews. The Send Manager meets LA and High School SENCOs to transfer records, arrange extra transition visits, and create individual transition plans.

15. SAFEGUARDING, COMPUTING AND LEGISLATION

- **Safeguarding:** Staff recognize that pupils with SEND may be more vulnerable to safeguarding concerns. Staff follow the school Safeguarding Policy for disclosures or concerns.
- **Computing:** Technology is integrated thoughtfully. Pupils are taught device safety, digital privacy, and critical evaluation of online content.
- **Statutory Compliance:** This policy satisfies requirements under the Academies Act 2010, the SEND Code of Practice 2014, the Equality Act 2010, and the National Curriculum Inclusion Framework.

Policy reviewed by: Kirsty Jones

Policy reviewed: September 2026

Agreed by Governors: _____

Next review date: September 2027