

St Paul's Church of England Primary School Oswaldtwistle



‘Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity’ (1 Timothy 4:12).

SEND Inclusion Policy

September 2025

Agreed by Governors:

Special Educational Needs and Disability Inclusion Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010- advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulation as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept2013
- Safeguarding & Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCO in liaison with the SLT, SEN Governor and all staff and parents of pupils with SEND – the school believe in this co production in the spirit of the current reform.

SECTION 1

The "responsible person" for SEND is Laura Briggs (Y1 Class Teacher) (Regulation 3a)

The Governor responsible for SEND is Julie Stansfield (Regulation 3a)

The person coordinating the day to day provision of education for pupils with special education needs is Laura Briggs (Y2 Class Teacher) (Regulation 3a)

Contact details

Name: Laura Briggs

Position: Year 1 Class Teacher /SENDCO

Contact details: 01254 231026: l.briggs@st-pauls.lancs.sch.uk

Name: Julie Stansfield

Position: SEND Governor

Contact details: c/o 01254 231026 bursar@st-pauls.lancs.sch.uk

Definition for SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, *or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(Special Educational Needs and Disability Code of Practice: 0-25 years July 2014)

At St Paul's the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based appropriate curriculum. We believe every child is special and loved by God; nurturing and developing the educational, social, emotional, cultural and spiritual aspects by our curriculum design and teaching approaches. Every teacher is a teacher of every child or young person including those with SEND. Staff ensures that all pupils with SEND are provided with learning tasks that are appropriate and clearly differentiated to match their needs.

Our school also:

- has due regard to the Code of Practice on the identification and assessment of Special Education Needs
- follows the guidelines laid down by all guidance and documents
- works in partnership with children, parent/carers, all staff, governors and outside agencies
- ensures that class teachers provide a range of differentiation to provide effective learning opportunities for all pupils
- provides additional or different provision where pupils are identified as not making adequate progress above that of the school's usual differentiated curriculum
- recognises the importance of early identification to maximise the pupils learning
- makes use of all support agencies that have been made available by the LEA
- drafts Individual Education Plans for pupils who have SEND – incorporating realistic targets set and reviewed and evaluated regularly, ensuring involvement from the child, parent, teacher and all support services.

St Paul's is a small, one form entry primary school and approximately half of the pupils are White British and almost half of the pupils are from Ethnic Minority groups. A very small proportion of pupils from Romany, Gypsy community and Traveller families of Irish heritage attend St Paul's. The current percentage of SEN pupils is just under 10%.

List of policies linked to this policy:

- Single Equality Policy
- Child Protection & Safeguarding Policy
- Subject Curriculum Policies
- Behaviour Policy
- Disability Equality Policy
- Accessibility Policy
- Medicine in School / Managing Pupils with Medical Conditions Policy
- Confidentiality Policy
- Anti-Bullying Policy

SECTION 2

St Paul's School approach to SEND

To raise the aspirations of and expectations for all pupils with SEN. The school provides a focus on outcomes for pupils and not just hours of provision and support.

Aims and Objectives of the Policy

- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods
- Work within the guidance provided in the SEND Code of Practice 2014

- Operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- Provide a SENDCo who will work within the SEND Inclusion policy
- Provide support and advice for all staff working with special educational needs pupils
- Help identify pupils of all abilities who are underachieving and to act upon this
- Support pupils to make optimum progress
- Provide guidance on maintaining appropriate records and to monitor pupil progress every half term, ensuring all teachers, non-teaching staff and appropriate external agencies are involved in planning and meeting the learning needs of the pupil
- Provide full access to the Curriculum for all pupils
- Adapt the curriculum to suit the needs of groups of pupils or individuals
- Encourage success and participation for all pupils, whatever their level of ability
- Develop partnerships with parents in the education of their child and to involve parents and children in the review process
- Continue to develop a whole school approach to meeting the needs of all pupils

SECTION 3

Identifying Special Educational Needs

Staff at St Paul's Church of England Primary School identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

Broad areas of need

Communication and interaction **CI**

6.28 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.

6.29 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 **CL**

6.30 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.

6.31 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 **SEMH**

6.32 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.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 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, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults; guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (**PD**) require additional on-going support and equipment to access all the opportunities available to their peers. (Special educational Needs and Disability Code of Practice: July 2014)

The following are not Special Educational Needs but may impact on progress and attainment; **Disability** (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- * Attendance and Punctuality
- * Health and Welfare
- * EAL
- * Being in receipt of Pupil Premium Grant
- * Being a Looked After Child
- * Being a child of Serviceman/woman

Any concerns relating to children's behaviour will be recognised and identified clearly as the school will know the child well.

SECTION 4

A graduated approach to SEN support

The criteria for entering a pupil on the SEN record will include the following processes:

- *Quality First Teaching* - The school ensures all teachers provide quality first teaching for all pupils. All teachers are responsible and accountable for the progress and development of the pupils in their class including those that access support from teaching assistants or specialist staff. Teachers are expected to provide high quality teaching differentiated for individual pupils in response to pupils who have or may have SEN. Additional intervention and support will be in place for pupils who need this help to make the required progress.
- *Monitoring*- The school regularly reviews the quality of teaching for all pupils including those at risk of underachievement. The list below details the monitoring in school:

- Half termly pupil tracking analysis
- Pupil progress meeting for each teacher with a member of SLT
- Identifying pupils and groups every half term
- Observations every term
- Drop –ins and learning walks every half term
- Analysis of effectiveness of intervention every half term
- Regular support and advice from the SENDCo
- Regular training to ensure all teachers and support staff are aware of a wide range of strategies to support children's learning

How does our school decide whether to make special educational provision? This involves a consultation with the Head teacher, class teacher, SENCo and Senior Leadership Team to gather information about the following:

- Quality First Teaching – differentiation within the class
- Interventions already in place
- Pupil progress over time alongside national data and expectations
- High quality assessments and other assessment tools used by the school
- Pupils with higher levels of need
- The school will draw on more specialised assessments from external agencies and professionals as needed (see Section 6 for a list of professionals used in this process)

How is the decision made to place pupils on the SEN list?

All of the above information is taken into account and a discussion take place about the needs of each individual pupil alongside parents, pupil, teacher, SENDCo and SLT.

St Paul's follows the code of practice **assess, plan, do and review cycle**. See below:

SEN support in schools

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

6.45 In identifying a child as needing SEN support, the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of

SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo should contact them if the parents agree.

Plan

6.48 Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should agree in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.

Do

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56 Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

SECTION 4

Managing pupils' needs on the SEN list

IEPS are completed 3 times per academic year. Provision maps are completed every term.

The IEPs and provision maps clearly show the outcomes to achieve and the time frame.

Teachers and teaching assistants are responsible for maintaining and updating the IEPs as well as evidencing the progress and outcomes described in the plan. Every term SLT undertake monitoring of these plans and their effectiveness. In pupil progress meetings, the progress of SEN learners is reviewed. Any pupils causing concern are also highlighted in pupil progress meetings. Any SEN children's needs that have been met are highlighted in this meeting. The level of provision is dependent on each individual child's needs (see the Local Offer on the school's website)

If a child does not make progress, even after intensive interventions have been put in place then external agencies will be involved such as IDSS, SENDO, school nurse and mental health services. The Traded Team is a key external agency the school uses for specialist teacher support. This is planned for annually in the summer term for the following academic year based upon the needs of the children. The Head teacher and SLT decide on the amount to be allocated every year. Parents are asked for consent before specialist teachers work with their child.

If the school identify that additional funding and support are needed from an Educational Health Care plan, an application is made to the LA requesting additional funding. The SENDO assists the school with what to include in the application. Information is also available on the LA website, SEN office, portal and the SEND website. A CAF form is also completed and submitted with the paperwork Parents are kept informed throughout the process and signposted to the relevant agencies e.g. Parent Partnership Office

SECTION 5

Criteria for exiting the SEN List

When a pupil has made the relevant progress and is in line with national expectations, then the pupil will be removed from the record.

SECTION 6

Supporting Pupils and Families

We have a pupil support worker who works with families and children who need extra emotional support and can direct other service where necessary. He is also our mental health and wellbeing champion.

The local authority's Local Offer is available online at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The SEN Information report is available on the school's website.

The school has many links with outside agencies to support the family and pupil and these are listed below:

- IDSS
- School nurse team,
- Specialist nurses for medical needs,
- Physiotherapist

- Educational Psychologist
- SENDO
- GRT and Ethnic Minority Achievement Service
- Children's Social Care
- CLA team/Virtual School
- Police
- Sure Start
- HARV (Hyndburn & Ribble Valley Domestic Violence Team)
- Specialist provision schools for children with complex SEND

SEN accessing exams

School applies for SAT's support and dis-apply pupils with severe needs.

Transition

Every year transitions are planned for and take place for each class. The children experience time in their new class in the summer term to familiarise them with the new class and teacher before September.

All Year 6 pupils have taster day visits to their chosen secondary school. SEND children who are going to be attending specialist provision also have taster days to help ease the transition. All the relevant records for SEND pupils are sent to the new school and teachers from the secondary provision visit the school. GRT pupils and parents are supported in this process. The SENDCo invites the secondary school SENDCo to the Transition Annual Review of children with a statement.

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

Some may also have special educational needs (SEND) and may have a statements, or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The policy on managing the medical conditions of pupils is available on the school website.

SECTION 8

Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the quality of provision offered by discussing SEND provision during pupil progress meetings, provision mapping, IEP cycles, directing teaching assistants dependent on the needs of the children, views of the governors, meetings held with parents, parental feedback from questionnaires and having the local offer available on the website.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils through the processes listed above.

SECTION 9

Training and Resources

The school receives Notional SEN funding and High Needs Block funding for children with a statement/EHCP. Pupil Premium Grant is also provided to help support pupils.

Training for all staff is on-going; some of the needs are identified and planned for the next academic year. Other training is provided dependent on the needs of the children

and the School e.g. medical training for conditions such as Epilepsy and Diabetes. Training is also linked to staff appraisals. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of the individual pupils.

The SENDCo regularly attends the Local Authority SENDCo Cluster meetings in order to keep up to date with local and national updates in SEND.

SECTION 10

Roles and Responsibilities

- The SEND Governor liaises with the SENDCo regularly.
- The teaching assistant's role is to improve and have an impact on the progress and attainment of SEND pupils
- Staff responsible for managing CLA funding: Rachel Wells
- Staff member responsible for managing Pupil Premium Grant: Alison Barron
- Staff member responsible for managing the schools responsibility for meeting the medical needs of pupils: Rachel Wells

SECTION 11

Storing and Managing Information

All records are stored in a locked cupboard stored in a secure room. Past records are archived and stored in a separate locked room in the school. SEN records must be stored for 25 years. If a child has a statement then the records must be kept for 45 years. CP/CLA records must be kept forever.

The Confidentiality Policy is reviewed annually. A paper copy is available in school and it is also available on the website.

SECTION 12

Reviewing the Policy

The SEND Inclusion policy will be reviewed annually in consultation with all staff, governors and parents.

SECTION 13

Accessibility

The school has a duty to develop accessibility for disabled pupils. At St Paul's the school produces 3 year action plans annually and these are reviewed termly. The plans are produced alongside staff, governors, parents and pupils. Accessibility plans are available in school.

Access for disabled pupils is promoted and increased through the annual review of the school curriculum. This is done by all subject leaders. Vulnerable groups such as CLA are encouraged to attend after school clubs and leisure and cultural activities. All children are encouraged to attend regardless of their need or disability. The school has a residential visit every year and the participation of SEND pupils is encouraged.

The physical environment is reviewed continuously including the outdoor area. The school has specialist equipment such as ramps to help meet the needs of disabled pupils.

The school meets the needs of parents with disabilities by communicating with them through text messages, newsletters, and 1:1 meetings. The school has an open door policy and parents can contact the head teacher or the SENDCo

SECTION 14

Dealing with Complaints

The school has a Complaints Policy available on the website and a paper copy can be provided in school. When a complaint is made an investigation is carried out and then the outcome is reported back with any further actions required. If the parents are not satisfied, a formal complaints procedure is then followed.

All parents including those who have children with SEND can come into school and discuss any concerns as the school operates an open door policy.

SECTION 15

Anti-Bullying

The school has an Anti-Bullying Policy in place. The Senior Leadership Team regularly re-visit this policy. Any allegations of bullying are investigated immediately. The PSHE curriculum covers bullying as well as E-Safety education. The school invites visitors to school to support the teaching of PSHE. The Anti-Bullying Policy is linked to the Behaviour Policy.

All children are taught the Christian values of sharing, tolerance, kindness, respect and honesty. These values permeate the whole school and curriculum.

All safeguarding policies ensure that children, staff and parents are safeguarded. Parent support and Team Around the Family meetings encourage building resilience. Individual needs are catered for in the classroom and independence is promoted through quality first teaching. Targeted support is provided where appropriate. Many external agencies provide a range of services used by the school to meet the needs of learners. Parents are also signposted to the relevant agency as and when required.

SECTION 16

Appendices

There is an SEND Information report available on the school's website.

Glossary

EP = Educational Psychologist

IDSS = Inclusion and Disability Support Service

HI = Hearing Impaired

VI = Visually Impaired

GRT = Gypsy Roma Traveller Service EAL =

English as an Additional Language CP =

Child Protection

CSC = Children's Social Care TAF

= Team Around the Family

CAF = Common Assessment Framework

CLA = Children Looked After

EHCP = Education and Health Care Plan

Reviewed: Sept 25

This policy will be reviewed in September 2026

Amendments

Section 1

SENCO contact details