



**SEND Policy**  
**2025-26**

**Great Harwood St. John's CE Primary**

**"Where everyone shines with God's love"**

**based on "Let your light shine" Mathew 5:16**

**SEND Policy**

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

**Build a better place, where:**

**Everyone is welcome;**

**No one is ever lonely;**

**We respect and trust each other;**

**There is always someone to ask for help;**

**People help us to be the best we can.**

**Great Harwood St John's CE Primary School statement of intent**

'Where everyone shines with God's love.'

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day to day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

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 schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

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

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

**Objectives**

- To identify and provide for pupils who have special educational needs and additional needs. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- To monitor the progress of all pupils.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the Special Educational Needs and Disability Policy
- To provide support and advice for all staff working with special educational needs pupils

- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Services include Occupational Health, Physiotherapy, Speech and Language Therapy, Educational Psychology Service, East Lancashire Child and Adolescent Service (ELCAS), Special Educational Needs and Disability Service (SEND), etc.

### **Identifying Special Educational Needs**

Types of Special Education Need (SEN). SEN is divided into 4 types:

- *Communication and Interaction*: This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- *Cognition and Learning*: This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- *Social, Mental and Emotional Health*: This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- *Sensory and/or Physical Needs*: This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Some children may need special educational support but will not be classed as having SEN if any of the following 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 Child Looked After
- Being a child of Serviceman/woman
- Behaviour

### **Managing pupils needs on the SEN register**

The SENCO is responsible for:

- Keeping a register of pupils with SEN and updating this.
- Providing adequate provision and support for those with SEN.
- Ensuring appropriate support for pupils with SEN, in class.
- Supporting teachers in writing IEP's and assessing pupil progress.
- Purchasing and organising resources.
- Liaising with external agencies.
- Making referrals.
- Ensuring that appropriate records are kept.
- Supporting the transition of pupils with SEN into the school and into High School.
- Liaising with the SEN governor and preparing appropriate reports.
- Supervising non-teaching staff.

All teaching and non-teaching staff will be involved in the formulation of the Special Educational Needs Policy. They are responsible for differentiating the curriculum for pupils with special educational needs and monitoring their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

## **Roles and Responsibilities**

### ***The Governing Body***

The SEN Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the SEN information report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### ***The Headteacher***

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### ***The Special Educational Needs Co-ordinator (SENCO)***

Katie Smith

The SENCO is responsible for:

- co-ordinating SEN 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 parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IPPs are written and that reviews take place.

### **Role of Class Teacher and Support Staff**

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the teaching assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IEPs/ IBPs and to maintain a class

SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

### **Admissions**

Pupils with special educational needs will be admitted to Great Harwood St John's CE 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 special educational needs at SEN support or if they have an Education and Health Care Plan. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. All parents have access to the Local Offer, which is available in school and also on the school website.

### **Access for Disabled**

Pupils with an Education and Health Care Plan will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001.

Building adaptations would be required to allow full access to pupils with physical disabilities. With the appropriate alterations and support, the school would welcome pupils with such physical problems.

### **Pupils with Medical Needs**

Pupils who have medical needs that may require intervention and support from staff in school will have a Care Plan written for them in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

### **Resources**

The governors will ensure that the needs of the pupils are met by employing a SENCO. The Head and SENCO will use the child's Education and Health Care Plan and LA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The governors will ensure that monies are set aside to develop resources in curriculum areas.

In addition, the governors will ensure that staff are kept fully up-to-date about SEN issues and undertake training. For example, the school will use the Standards Fund for:

- Teaching Assistant Training.
- Special Educational Needs Cluster Groups.

### **A Graduated Approach to SEN Support**

The school is committed to early identification in order to meet the needs of children with SEN. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, End of Key Stage Tests or the use of PIVATS. Teachers will then consult the SENCO 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 focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO 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 SEN 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 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 SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website <https://www.greatharwoodstjohnscofeprimary.com/send/>

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 SENCO records the cost of provision made through provision mapping.

### **Statutory Assessment of SEN**

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 SEN 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 SEN 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 individual education plans (IEP) or individual behaviour plan (IBP)
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment (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

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 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

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the Lancashire County Council Website.

### **Annual Review of the EHC Plan**

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

### **Criteria for exiting Special Educational Provision**

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

### **IEP Reviews (timescales)**

IEP's will be reviewed regularly, a copy of the new IEP will be sent home and the parent's views will be welcomed. The school will review IEP's every term but if necessary for some SEN support pupils and pupils with an Education and Health Care Plan, it will be every half term.

### **Curriculum**

We ensure that pupils have access to and make progress across the curriculum. All pupils with SEN will have a full entitlement to a broad and balanced curriculum as provided for all other pupils. In order to maximise their access, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the child's classroom.

### **Access to the Full Life of the School**

All pupils whether they have a special educational need or not, will be involved in the full life of the school, i.e.

- Homework
- Trips
- Swimming
- Worship
- School Teams
- Plays/Productions
- Sport

There is a fundamental element to the school meeting their responsibility under the SEN and Disability Act 2001.

### **Complaints**

The school's standard complaints procedure is outlined in the school's complaints policy. If any parent has any concerns regarding the education of their child with special educational needs, they should contact the school immediately and call in to see either the Headteacher, the SENCO or the Class Teacher. If the Head is unable to resolve the difficulty, the parent's concerns will be put to the SEN Governor. The Chair of Governors will be involved after all other avenues to resolve the situation have been exhausted. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

### **Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.

The SENCO and Head will keep fully up-to-date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies. The English and Maths subject leaders will pass on any new relevant information that they might receive on courses. The Assessment co-ordinator will work in collaboration with the SENCO.

Other teaching staff will be kept up-to-date informally by the Head/SENCO and formally at staff meetings and training. Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by inset training or being booked onto any relevant courses by the Head or SENCO.

### **Outside Agencies**

The school is involved with many external agencies, with the aim of providing a comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents and staff. People who assist in our school include:

- Education – SEND/EPS/Advisor.
- Health – Nurse, Doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist.
- East Lancashire Child and Adolescent Service.
- Children's and Young People Services
- Information Advice and Support Service (formerly Parent Partnership)
- Children and Family Wellbeing Service

### **Parents**

Parents are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents will be kept fully informed where their child has special educational needs and from SEN support onwards, will be encouraged to attend Reviews, support the development of individual approaches to their child and provide help at home wherever possible. Parents are always welcome to discuss any matter relating to their child's progress. The arrangements described in the Policy to keep parents informed about matters relating to Special Educational Needs are additional to the standard methods of reporting and consulting available for all parents.

### **Links**

Particular attention is given to make sure that, at St John's CE Primary School, we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission. Where pupils transfer to high school, relevant information gathered will be passed on and the SEN Co-ordinators at the high school kept fully informed of the needs of the individual recorded on the SEN Register. Transition Reviews in Year 5 should begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. An additional Review early in the Summer Term of Year 6, when a high school place has been allocated, should be convened to which the high school SENCO needs to be invited.

### **Storing and Managing Information**

All files and information about pupils will remain in school and shared with the parents of an SEN child. The

confidential nature of SEND information is fully recognized at St John's Primary School. Hard copy files are stored in the secure store, next to the head's office, whilst electronic files are stored with the SENCO on a secure laptop and are also uploaded to CPOMS. The information will also be shared with the chosen secondary school when a SEN child leaves our school.

### **Supporting pupils and families**

**Lancashire Local Authority's Local Offer can be found at [www.lancashire.gov.uk](http://www.lancashire.gov.uk)**

This policy forms part of the school's SEN 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. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support for Special Educational Needs and Disability Team, formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Designated Safeguarding Lead.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist.

The School's Designated Safeguarding Leads are Tracey Parker, Zoe Mills, Debbie Newton and Sarah Smith

The position of the School's Safeguarding Governor is Julie Molineux

### **Reviewing the SEN Policy**

The current policy will be fully reviewed in Autumn Term 2026.

In determining future policy and provision, all staff will be involved in discussion, the progress of pupils on the stages of the Register will be reviewed and parents invited to comment. Governors will discuss progress and an annual report be made available for all parents. In particular, the success of the Policy will be measured against the objectives stated at the start of the Policy and use will be made of the following indicators:

- Pupils identified as early as possible.
- Pupils make good progress against the specific targets set for them.
- Some pupils move to lower phases on the Register, or off the Register altogether as a result of intervention.
- Where formal assessment is undertaken, pupils receive an Education and Health Care Plan.
- Pupils enjoy their schooling and are proud of their success.

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- Parents express satisfaction with what is provided.
- Support staff are integrated into the school.

### **Review**

This policy will be reviewed by the SEN coordinator on an annual basis.

Policy reviewed September 2025.

This policy was agreed by Governors in October 2025.