



Edisford Primary School

Confidence. Persistence. Getting Along. Organisation. Resilience.

Special Educational Needs and Disabilities (SEND) Policy

INTRODUCTION

- The school's SENCo is Mrs Darnell.
- Email: caroldarnell@edisford.lancs.sch.uk
- School telephone number: 01200 422239
- The SEN Governor is Elizabeth Clarkson.

This policy explains how Edisford Primary School makes provision for children with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010).

Definition of Special Educational Needs and Disabilities

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.

These needs can be categorised into four key areas that may create barriers to learning:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs;

A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability, which prevents or hinders the child from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCo).

The SEN Information Report and School's contribution to the Local Offer provides more information, this should be read in conjunction with this policy. The Special Educational Needs Information Report and School's contribution to the Local Offer is available on the School's website: www.edisford.lancs.sch.uk

Edisford Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way we learn'. Good practice for children with special educational needs is good practice for all.

POLICY AIMS

- Our school aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that children learn in different ways. At Edisford, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain an ethos that encourages curiosity, a lifelong enthusiasm for learning and fosters mutual respect for one another. Each child is encouraged to be the best version of themselves.
- We are committed to meeting the special educational needs of children and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of, and expectations for all children including those with SEN.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all children, whatever their level of ability.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students that do not have SEND;
- Identify children with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify children of all ability who are underachieving, act upon this and support children to make optimum progress;
- Provide a Special Educational Needs Coordinator (SENCo) who will work with the SEND policy;
- Provide support and advice for all staff working with children with SEND;
- Develop partnerships with parents/carers in the education of their child and involve parents/carers and children in the review process.
- Produce an annual SEN Information Report.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEN is built into the overall approach to monitoring the progress and development of all children through the teaching and learning within school.

It is very important that in school we identify children who experience difficulties accessing learning and general school life opportunities early. Progress is tracked on a termly basis (November, February and June) and where appropriate, more frequently than this. The SENCo liaises closely with the class teacher and Senior Leadership Team (SLT) to analyse data and individually track children who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and SLT. If further action is deemed necessary, the parents are informed immediately. All criteria for defining SEN are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Work continues to be at levels significantly below those expected for a child of a similar age in certain areas of the EYFS or in Literacy and Mathematics skills, resulting in poor attainment in some framework or curriculum areas.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed.
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school.
- Sensory or physical problems create barriers to progress, despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as support services, Local Authority Educational Psychologist, the Special Educational Needs and Disability Service (SENDS), specialist teacher or similar. Additionally, some children may receive support from our National Health Service (NHS) colleagues e.g. Speech therapy, Occupational Therapy, Child and Mental Health Services ETC. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum;
- Attendance and Punctuality;
- Health and welfare;
- English as an additional Language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;

- Being a child of a Service person.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a child's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The Graduated Approach to SEN Support: Assess – Plan – Do – Review

The Key principles:

- All class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching, which is adapted to respond to their strengths and needs, as set out in the Teacher's Standards (2012);
- High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Children are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Children who join school (either from an Early years setting or another primary school) with an already identified SEND will be catered for in the same way as those identified by this school.

When planning work for children with SEN, teachers give due regard to information and targets contained in each child's MLP (My Learning Plan). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

	What	Who	How
	Initial concern	Parents/school	Professional dialogue;

			Discussions with parents; Observation; Pupil progress meetings.
	Classroom adaptations and/or targeted support in class	Class Teacher Teaching Assistants	For example: Classroom positioning; organisational aids; Coloured overlays; Focus group with a T.A.
	Targeted and time-limited small intervention groups.	Teaching Assistants under the direction of the class teacher	Usually withdrawn from class for limited periods.
	Further information gathered	Parents, child, colleagues, SENCO	Professional dialogue; Discussion with parents.
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching assistants SENCO	
	Observation and /or additional assessments.	Class teacher SENCO	

This process is followed to ensure that any other reason for slower than expected progress has been thoroughly investigated.

	What	Who	Notes
Plan ↓	Parents informed of intention to make additional provision.	Class Teacher	Meeting if possible; Telephone call.
	Child added to SEN register	SENCO	
	MLP (My Learning Plan) written (usually*) with 1, 2, or 3 Specific,	Class Teacher with support from SENCO	Parents are involved with the MLP process. They are

	Measurable, Attainable, Realistic (SMART) targets.		encouraged to help children meet their targets.
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* For some children with additional needs, and MLP may not be necessary. This will be decided when a child is added to the register.

		What	Who	When
Do ↓		1:1 teaching towards targets.	MLP's delivered by T.A, supervised by class teacher.	As specified on the MLP.
		Progress towards MLP targets monitored	T.A., supervised by class teacher. Children are involved in this process.	Weekly, recorded on monitoring sheet (by T.A) Checked by class teacher every 2-3 weeks.
		Revision of MLP targets	Class teacher	As and when necessary (when targets are met or need adjusting)
		Teachers and/or T.A.'s access Continuing Professional Development (CPD) courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class Teachers, T.A.'s (need identified by SENCO/SLT)	When appropriate

		What	Who	Notes
Review		Review of MLP four times a year. September, December, March, June.	Class teacher, informed by monitoring and assessment.	New MLP's shared with parents/carers.

At any point in the review process, there are several outcomes.

	Outcome	Next Steps	Notes
Outcomes of Review	Progress is accelerated and provision needed to maintain this is commensurate with peers.	Needs can now be met through classroom differentiation, adaptations and/or intervention. Removed from SEN register.	Professional dialogue between teachers and SENCO and/or consideration at pupil progress meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue.	New MLP written. Continue with cycle to next review.	New MLP shared with parents/carers.
	Progress remains slow/inadequate despite the use of evidence based approach and well matched interventions.	With permission from parents, school may refer the child for specialised assessments and advice from external agencies and professionals.	Where a child has a pre-existing recognised difficulty (e.g. speech & language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought earlier.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a child, the child has not made expected progress.	The school is unable to fully meet the child's needs through its own provision arrangements. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP)

Provision

More information about the school's provision for SEN can be found in the school's Special Educational Needs Information Report and the school's Contribution to the Local Offer which are available on the our [website](#):

- Provision for any child with an existing EHCP will be in accordance with their EHCP.
- Any additional provision that children receive is carefully tracked by the class teacher, SENCO and Senior Leadership Team. This is to ensure that the effectiveness and the efficiency of the provision is maximised.
- Children have access to additional provision, on an evidenced-needs basis, and we will endeavour to ensure that all children's needs are fully met through our own provision arrangements. However in some circumstances, an assessment of a child's unmet needs may need to be carried out through the Early Help Assessment (EHA). This would involve parents, children and all agencies involved in the child's care. More information on this can be found on the Lancashire County Council website: [The Early Help Assessment and Plan – Lancashire County Council](#)

As a result of the EHA process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a child's needs which may result in an EHCP being agreed. Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting Children and Families

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND . This links back to the school's SEN Information Report and school's contribution to the Local Offer, which details how the school works with and supports families of children with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;

- Parents and carers contribution towards the identification and support of a child with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters regarding SEND (as described in this policy) are additional to the standard methods of reporting and consulting available to all parents;
- All information relating to SEND will be regularly updated on the school website;
- Children with SEN will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN or a disability. If the school is alerted to the fact that a child may have SEND, we will endeavour to collect all relevant information and plan a differentiated curriculum.

Supporting Children at School with Medical Conditions

- The school recognises that children at school with medical conditions should be properly supported, so that they have full access to education, including school trips and P.E. 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;
- Children who have medical needs may require intervention and support from staff in the school and will have a care plan written for them, in liaison with the school nurse and parents. All school staff will be informed and will have access to such plans.
- Some children may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND code of practice (2015) is followed. Provision will be made for these children in accordance to their EHCP.

Children Looked After by the Local Authority (CLA)

- Children who are looked after by the Local Authority may require intervention and support from staff in school and will have a care plan written for them in liaison with the Social Services.

Monitoring and Evaluation of SEND

- The monitoring and evaluation of the progress of children with SEND is detailed in the Graduated Approach section of this policy;
- For children with an EHCP, annual reviews (6 monthly under 5's) are carried out with accordance to the appropriate legislation and SEND code of Practice;
- The SENCO collects and analyses tracking data for all children on the SEN register, and uses this to inform the effectiveness of provision;
- The SENCO liaises with the SEN Governor on the quality and effectiveness of SEND provision.

Training

- All teaching and teaching assistants will be provided general or specific training on meeting the needs of SEND within their classroom. Professional dialogue between teachers before annual transition will allow for practice they have found to be effective with SEN children to be passed on. The SENCO is aware of relevant courses within the local area relating to SEND. All staff have access to this information and the SENCO advises as necessary;
- Whole school training on SEND is arranged, as appropriate and Teaching Assistants are invited. This may be delivered by the SENCO or by specialist services working with particular children;
- There is an expectation that staff who receive training will disseminate their knowledge to others, to benefit all working with children with SEN.
- All teachers and support staff undertake induction on taking up post, where they are made aware of the systems and structures in place around the school's SEND provision;
- The school's SENCO regularly attends the Local Authority's cluster meetings in order to keep up to date with local and national updates in SEND.

- The SENCO regularly attends the Local Authority's Educational Psychologist's individual and group consultations. Where good practice is shared.

Roles and Responsibilities

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out duties towards all students with SEND;
- The Head Teacher will keep the Governing Body informed of the SEN provision made by the school;
- The SENCO is responsible for keeping a register of children with SEND and updating this; supporting teachers in writing SMART targets for children's MLP's; purchasing and organising resources; liaising with external agencies; making certain referrals; ensuring appropriate records are kept; supporting the transition of children with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with teaching and non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for pupils with SEN. They work under the direction of the class teacher to deliver targeted 1:1 and small group teaching, as detailed in a child's MLP and focused in-class support whilst encouraging independence.

Storing and Managing Information

- Documents relating to children with SEND are kept in a locked cupboard in school; an encrypted electronic storage device and CPOMS (safeguarding, wellbeing and pastoral online monitoring software)
- All personal documents relating to children with SEN are E-mailed using a secure platform;
- Please refer to GDPR statement.

Reviewing the Policy

- This policy will be reviewed annually. The process of review will involve the SENCO, the SEND Governor and the Head Teacher.

Accessibility

- Parents can contact the school office on 01200 422239 at any time throughout the day to arrange an appointment to see a member of staff. Appointments to see the class teacher, SENCO or Head Teacher can be made via the school office.
- School is all on one level and has accessible entrances suitable for wheelchair access, as well as adapted WC facilities.

Dealing with Complaints

- If a parent of a child with SEND is concerned about the provision that the school is making for them, they should, in the first instance, refer the matter to the child's class teacher. If the parents think that their child needs more support they should make an appointment with the SENCO or the Head Teacher. Most concerns will be resolved in this way.
- If parents are still dissatisfied, they may choose to raise their concerns with the school governor responsible for SEN.
- Where parents and the school are unable to agree about the nature of the child's difficulties, or how they may be resolved, they may seek advice and help from the SEND Information and Support Services (SENDIASS)
<https://lancssendias.org.uk/information-and-advice/>
The school's complaints procedure can be found on the [school website](#).

Bullying

- The school's Behaviour Policy is available on the school [website](#).

List of Personnel involved in SEND issues

Name	Position
Mrs Hamilton-Thorpe	<ul style="list-style-type: none"> • Head Teacher • Designated Teacher with specific safeguarding responsibility • CLA responsibility
Miss Blockeel	<ul style="list-style-type: none"> • Deputy Head Teacher • Designated Teacher with specific safeguarding responsibility

Mrs Darnell	<ul style="list-style-type: none">• SENCO• Managing Medical needs Responsibility
Elizabeth Clarkson	<ul style="list-style-type: none">• SEN Governor

Updated July 2025.

Review date July 2026.