

Grimsargh St Michael's C of E Primary School



SEN Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Introduction

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

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 2014
- Schools Send Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with Medical Conditions April 2014

A child may be identified as requiring SEND support if he or she has significantly greater difference in learning than the majority of children of the same age or a disability which hinders or prevents them from accessing general educational facilities within the school setting.

A child may require provision that is additional to or different from that made generally available to other child of the same age, to enable them to make progress in their development and learning.

Pupils requiring SEND support in accordance with the Code of Practice are identified within the four areas listed below:

1. Cognition and learning
2. Communication and interaction
3. Social, emotional, and mental effort
4. Sensory or Physical

A child may have special educational needs, either throughout or at any time during their school career. The policy is in place to ensure that planning and assessment considers the SEND area of need and the extent of the difficulty experienced that may impact a child's development and learning.

Provision is delivered through a graduated approach (assess–plan–do–review), ensuring pupils receive the right support at the right time through universal, targeted and targeted-plus provision.

Objectives:

In line with our mission statement our objectives are to:

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

Teachers and Teaching Assistants aim to share the targets from the targeted learning plans and/ or behaviour plans with children, to ensure that they take a greater responsibility for their learning.

2. Ensure good working relationships with parents, carers and the community.

The SENCO offers all parents of special needs children the opportunity to meet with her to discuss the targets on their child's targeted learning plan and/ or behaviour plan. Teachers ensure that any home learning is adapted appropriately.

3. Ensure that the school continues to offer a broad and balanced curriculum through high-quality, adaptive teaching at the universal level, with targeted and targeted-plus support provided where required.

Teachers ensure that lessons cater for the needs of all children.

Teaching assistants are placed in classes according to the needs of the children. It is the responsibility of the class teachers to plan how the teaching assistants are used within individual lessons.

4. Ensure that the learning needs of pupils with special educational needs and other vulnerabilities, are identified and assessed as early as possible, and their progress is closely monitored.

The Head teacher, senior leadership team and class teachers monitor the progress of the various groups of children within school, using the assessment tracker.

The SENCO tracks the progress of the children on the special needs register each term and shares the findings with the senior leadership team and the special needs governor.

Class teachers track the progress of the children in their own class and attend a termly pupil progress meeting to discuss provision in their class. The impact of provision is evaluated at termly pupil progress meetings. The SENCO reports to the full governing body annually.

Roles and Responsibilities

The Headteacher holds overall responsibility for provision for all pupils, including those with SEND. The SENCO, Miss Helen Smith, oversees the daily implementation of the SEND policy. Mr Wayne Bretherton serves as the designated SEN Governor, and Mrs Amira Helme is employed part-time as a specialist SEND teacher. The SENCO and Headteacher collaborate with the SEN Governor and staff to ensure effective operation of the SEND policy, identify areas for development, and contribute to the school's development plan.

The SENCo ensures provision is implemented consistently across all classrooms and is graduated and

proportionate to pupil need. This ensures that support is carefully matched, monitored and refined so that pupils receive the right support at the right time.

The SENCo is responsible for:

Strategic leadership and oversight

- Maintaining and regularly reviewing the SEND register
- Embedding the objectives of the SEND policy into school practice
- Ensuring staff are aware of pupils with SEND and plan accordingly
- Ensuring staff understand and follow SEND processes and identification stages
- Meeting termly with the SEN Governor and reporting annually to the governing body

Provision and support

- Allocating support staff in line with Education Health and Care Plans (EHCPs)
- Arranging specialist teacher input where required
- Supporting staff in meeting the needs of pupils with SEND in the classroom

Partnership and professional development

- Liaising with external agencies for advice, support and early help
- Coordinating training for support staff in consultation with the Headteacher
- Keeping up to date with local and national developments in SEND and adapting practice accordingly

All teachers and teaching assistants contribute to delivering the SEND policy. Class teachers adapt the curriculum and monitor progress for pupils with SEND. They write and review Targeted Learning Plans (TLPs) with input from teaching assistants, the SENCO, specialist teachers, external agencies, parents, and pupils. Subject leaders monitor progress in their areas and evaluate the effectiveness of resources and curriculum materials.

Admissions

Grimsargh St Michael's C of E Primary School admits pupils with special educational needs in accordance with its admissions policy. The school collaborates with nurseries and pre-schools to ensure a smooth transition. When a child is identified as having additional or special educational needs, relevant information is shared among the SENCO, class teacher, and TA. A meeting with the family is arranged if necessary. In line with the SEN and Disability Act, the school does not discriminate against disabled children and takes all reasonable steps to provide effective educational provision.

Resources

To meet the needs of pupils, the governors ensure the employment of a SENCO. In collaboration with the Headteacher, the SENCO uses each child's EHC plan and LEA banding document to identify needs and determine appropriate provision. Support and specialist teaching are aligned with the EHC plan banding. Additional resources are allocated to meet plan requirements and support pupils in core and foundation subjects.

Support is structured through a graduated model:

- Universal provision (Quality First Teaching)
- Targeted provision (small group teaching, pre-teaching and intervention programmes)

- Targeted-plus provision (specialist teaching and external agency support)

This may include quality first teaching, pre-teaching, group work, catch-up programmes and 1:1 or group interventions and in-class support.

Our approach follows the Education Endowment Foundation's recommendations for SEND provision in mainstream schools:

1. Create a positive and supportive environment for all pupils, without exception.
2. Build an ongoing, holistic understanding of pupils and their needs.
3. Ensure access to high-quality teaching for all pupils.
4. Complement high-quality teaching with targeted small-group and one-to-one interventions.
5. Work effectively with teaching assistants.

Identification, Assessment, Reviews

According to Section 5.32 of the Code of Practice (2014), special educational provision must align with a child's identified SEN. These needs typically fall into four broad categories: communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs (see Chapter 6, paragraph 6.28).

Grimsargh St Michael's plans for this full range of needs, recognising that individual children may have overlapped and evolving requirements. Identification focuses on understanding each child's strengths and needs to determine appropriate actions, rather than assigning labels.

A child with special needs is defined as one who has significantly greater difficulty in learning than peers or a disability that limits access to educational opportunities. The school follows the SEND Code of Practice (2014) for identification and assessment.

Children are identified as having SEND if they do not make adequate progress through Quality First Teaching. Teachers are expected to deliver an adapted, broad, and balanced curriculum. Through pupil progress meetings and SENCO consultations, children not meeting expected progress are identified. Interventions are planned and reviewed; if progress remains limited, the child moves to SEND Support.

Quality First Teaching at Grimsargh St Michael's includes inclusive, adaptive, and engaging instruction for all pupils. If difficulties persist despite personalised teaching, additional support is provided under SEND Support.

When a teacher or SENCO identifies a need for interventions beyond the standard curriculum, and in consultation with parents/carers, the child is added to the intervention list. Triggers for intervention include:

- Limited progress despite targeted teaching and provision over two terms.
- Difficulty developing English or Maths skills, affecting attainment.
- Persistent social, emotional, or behavioural challenges.
- Sensory and/or physical issues.
- Communication or interaction difficulties.

If Targeted interventions do not yield progress or age-related attainment, further information is gathered and the child is placed on the SEN register. Input is collected from

parents/carers, observations, and assessments. Strategies beyond standard provision are documented in a Target Learning Plan (TLP), reviewed weekly and evaluated in October, February, and May. Updated TLPs and Emotional First Aid Plans are shared and revised as needed.

Behavioural needs may require reasonable adjustments, outlined in Emotional First Aid Plans. These plans are co-produced with the pupil, parent, teacher, and external agencies such as Reach Behaviour, Educational Psychologists, and the Specialist SEND teacher.

The school has experience supporting a wide range of special needs. The Code of Practice mandates 'reasonable adjustments' under Disability Equality legislation. Grimsargh St Michael's recognises that the following factors alone do not constitute SEN:

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

Behaviour alone is no longer considered a SEN indicator. Behavioural concerns are addressed through the school's Behaviour Policy.

This ensures early identification and timely support, enabling pupils to make progress from their starting points.

A Graduated Approach to SEN Support

Grimsargh St Michael's C of E Primary School fully implements the Code of Practice for identifying and assessing special educational needs. All pupils are closely monitored by class teachers, who are responsible for the progress and development of every child, including those with SEN. Concerns about a pupil are discussed with the SENCO and/or Headteacher.

Initial responses to SEN are delivered through Quality First Teaching and individual adaptations, as outlined in the school's 'Letting Our Light Shine' poster (attached). Additional interventions cannot replace high-quality teaching. The Headteacher, senior leadership team, and SENCO regularly review and enhance staff understanding of strategies to identify and support vulnerable pupils.

The school follows a graduated response to SEN. Termly pupil progress meetings with the Headteacher and SENCO identify pupils not making expected progress. These meetings also review extra provision and interventions, increasing the frequency of the assess-plan-do-review cycle. Support may escalate beyond Wave 1, 2, and 3 interventions, involving external specialists such as speech and language therapists, educational psychologists, or occupational therapists. Pupils requiring targeted support receive Individual Education Plans and are placed on the SEN register.

Some pupils on the SEN register have medical needs. The school ensures these pupils are fully supported to access education, including trips and physical activities, in compliance with the Equality Act 2010. Pupils with medical conditions may also have an EHCP, integrating health, social care, and educational needs. These pupils are listed on the SEN register and have separate Medical Care Plans. Refer to the school's policy for supporting pupils with medical conditions.

This graduated approach ensures support is carefully matched to need and adjusted over time, enabling pupils to achieve well and increasingly independently.

Statutory Assessment

If a pupil shows significant cause for concern and interventions have not been successful over time, a request for statutory assessment may be made to the Local Education Authority (LEA). If approved, the LEA issues an EHCP outlining the child's needs, objectives, and required support. Pupils with EHCPs are monitored by the SENCO and specialist SEND teacher, Mrs Amira Helme, who conducts termly assessments and reports to parents, teachers, and the SENCO. The SENCO co-produces Targeted Learning Plans with specific learning objectives. These plans are reviewed weekly by teachers and TAs, and evaluated termly by the SENCO and Mrs Helme.

Criteria for Exiting the SEN Register

A pupil is removed from the SEN register only when the class teacher, Headteacher, SENCO, and parents agree. This typically follows at least two terms of evidence showing the pupil is working at age-expected levels.

Equal Opportunities

Equal opportunity issues are addressed in the Accessibility Plan and the school's Local Offer, which are part of the School Development Plan. These documents cover access to the curriculum, facilities, and information.

'Disabled pupils and those with special educational needs frequently make outstanding progress' – OFSTED 2014

Record Keeping

All steps taken to support pupils with SEN are documented. The SENCO maintains these records and ensures they are accessible to relevant parties. Records may include:

- Information from previous schools
- Parent input
- Progress and behaviour data
- Details of additional support
- Provision maps and impact assessments
- Pupil views
- Health/Social Services input
- Reports from external agencies (e.g. Speech and Language, Paediatricians)

New staff are informed of the school's SEN responsibilities through a comprehensive induction. The SENCO also attends local network meetings to stay updated on current practices.

Pupil Participation

The school encourages pupils to take responsibility and make decisions, fostering this culture across all age groups. In the Foundation Stage, emphasis is placed on developing both social and educational skills.

Information is shared with new class teachers via an internal transfer system. Confidential folders are maintained for supply teachers to ensure awareness of pupils with SEN and the strategies in place. Pupils are supported in accessing exams and assessments and benefit from planned transition programmes.

Children participate in setting targets in their TLPs and in termly review meetings. They assess their own progress and contribute to EHCP annual reviews. Success is celebrated across all aspects of school life.

Success Criteria

The SENCO and Headteacher regularly discuss matters concerning pupils on the SEN register. Significant issues are shared with the SEN Governor, Mr Wayne Bretherton, who receives termly reports.

Effectiveness of the SEND policy and provision is judged using:

- Monitoring progress via EYFS profiles and assessment data
- Evaluated Targeted Learning Plans and Behaviour Improvement Plans
- Teacher assessments
- Parental feedback
- Pupil feedback

As a result, pupils with SEND achieve well from their starting points and gaps with their peers are diminishing over time.

Funding

All SEND pupils have access to resources funded through the school's budget. For complex needs, additional funding (High Needs Block) may be available via EHCP applications to the Local Authority. Allocation of resources is determined by the Headteacher, SENCO, SLT, and Governors.

Complaints

Concerns about SEND provision should first be addressed to the class teacher. If unresolved, the Headteacher and/or SENCO should be consulted. Further concerns may be directed to Mr Wayne Bretherton (SEN Governor and Chair of Governors). At all stages, concerns are addressed promptly and parents are kept informed. Support is available through Parent Partnership and the LEA.

Training

The Governing Body supports staff training through INSET, funding, and the SEN budget. Staff are informed of training opportunities aligned with the School Development Plan and professional targets. The SENCO provides updates during staff meetings and INSET.

Outside Agencies

When monitoring indicates the need for external support, the SENCO consults with parents before involving relevant services such as Medical Services, Speech and Language Therapy, Educational Psychologists, Children's Social Care, or Reach Behaviour. Support may also be accessed via Early

Help Assessment. Specialist teachers will be employed to meet EHCP requirements.

Parents

The school values parental partnership in SEND provision and encourages involvement at every stage. It supports the Lancashire SEND Information, Advice and Support Service, which offers confidential and impartial assistance. Referral forms are available at:
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

Contact:

Tel: 0300 123 6706 (Mon–Fri, 9am–5pm)

Email: information.lineteam@lancashire.gov.uk

Transition to Other Schools

Smooth transitions are prioritised for SEND pupils at all stages. The school promotes familiarisation visits and staff introductions for pre-school children and those transferring to secondary school. Close links with secondary schools ensure continuity, including SENCO involvement in Year 6 annual reviews and additional visits. Transitions to other primary schools are managed with full record sharing and staff contact. The school maintains strong relationships with health services, social care, and voluntary organisations supporting SEND.

Policy Compliance

This policy complies with the SEND Code of Practice 0–25 (2014) and references:

- Equality Act 2010 (DfE advice, Feb 2013)
- SEND Code of Practice 0–25 (2014)
- SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- National Curriculum KS1 & KS2 Framework (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Medical Policy
- Teachers' Standards (2012)
- EEF Guidance Report for SEND in Mainstream Schools (Oct 2021)

This policy was created by the SENCO in collaboration with the SEN Governor, SLT, staff, and parents of SEND pupils. Guidance was taken from Nasen (Nov 2014).

Signed: Miss Helen Smith (SENCO)

Date: September 2026

Review Date: September 2027

Agreed by the Curriculum Committee

Learning Together

Letting Our Light Shine

At Grimsargh St Michael's CofE Primary School, we...

Understand each other's needs.

Enjoy high quality teaching

Create a positive and supportive environment for all children, with clear rules, rewards and sanctions.

Work in carefully selected small group and one-to-one interventions.

Work well with our teaching assistants.

Enjoy multi-sensory learning indoors and outdoors.

Move it or lose it!
We enjoy regular movement breaks to allow children to release energy and refocus.

Plan for different learning styles.

Enjoy praise and feedback.

Break activities down into small steps and use 'Now' and 'Next' boards.

Encourage the use of a calm space in each classroom for sensory breaks.

Have hessian backed, simple working walls to embrace nature and enhance our learning environment for all children.

Think about our learning environments:
Minimise clutter,
Dim our classroom lights,
Use technology,
Fidget toys for the win!

Use the same visual timetable in each class to ensure consistency.

Have access to visual aids and manipulatives at all times.