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STAINING
CE VC Primary School

SEND POLICY

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Our Vision for SEND

At Staining, we aim for children to: have accessible learning that allows every child to develop grit and resilience, and create opportunities to celebrate their achievements and let their confidence grow. We want children to learn coping strategies and build relationships with their peers. We also want to prepare all children for the future by developing life skills, recognise their own strengths and always believe in themselves. This is done by having a clear understanding of their SMART targets and knowledge of what they are working towards.

INTRODUCTION

Our school vision, ***"Learn to Wonder, Grow in Wisdom, Shine like Stars"*** encapsulates the attitudes for which we strive, ensuring our children grow into young adults who see learning as an exciting and integral part of their daily lives. This vision is at the core of everything we do. It underpins our teaching and learning and provides an environment which prepares our pupils as confident, happy citizens.

At Staining CE VC Primary School, we aim to nurture and maximise the full learning potential of each child, and foster their spiritual, moral, cultural, mental and physical development. We want our children to be happy, healthy and successful, within our school family.

We aim to:

- create a happy, safe and caring environment
- value each child for his or her individual talents
- help children to learn that courtesy, good manners and consideration for others are important qualities
- promote good relationships between pupils and adults in a happy and harmonious community where good relationships are underpinned by mutual respect and kindness. To treat all fairly and listen to others sympathetically and attentively.
- have respect and strive for high standards in their appearance, learning and behaviour
- prepare our pupils for the responsibility and experiences of adult life to enable them to develop as well-rounded members of society within the world in which they will live
- expect and maintain high standards of behaviour, courtesy and politeness at all levels so that all are treated well.
- be an inclusive school and to establish practice which ensures, in all aspects of our work, that every pupil is given equality of opportunity, regardless of gender, special needs, disability or race.
- provide teaching and learning of the highest quality, treating our pupils as individuals and to differentiate teaching and learning to take account of their individual and special needs.
- nurture children's spiritual moral and social development and help them to grow in self-confidence and self-esteem.
- ensure that all pupils benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with many opportunities for first-hand experience, practical work, investigation and learning through play.
- teach basic skills and core subjects well and to give great emphasis to the foundation subjects and RE, especially to the creative aspects, including art, poetry, story, dance, music, and performance. This will be central to our work.
- contribute to the life and work of the school with energy and enthusiasm
- make parents and the wider community equal partners with the school.
- build a welcoming, friendly, bright and lively, happy place where children feel secure and where they enjoy growing up.

At Staining we ensure an atmosphere where children are purposefully engaged in learning which promotes excellence, enjoyment, perseverance, self-control and independence.

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Section 1

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- KCSIE (updated 2025)
- *SEND Code of Practice 0-25* (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015 (updated September 2024)
- *OFSTED Inspection Framework (September 2025)*
- *OFSTED SEN Review* 2022 *"Right Support, Right Place, Right Time"*
- *Equality Act 2010*
- *Schools Bill 2022*
- *Children and Families Act 2014*

The policy has been created as result of staff discussion and has full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES CO-ORDINATOR (SENDCo)

The person with overall responsibility for pupils with Special Educational Needs is the Headteacher. However, the person responsible for co-ordinating the day-to-day provision for pupils with SEND is the Special Educational Needs and Disabilities Co-Ordinator (SENDCo).

The SEND Co-Ordinator will be responsible for the co-ordination of all matters relating to Special Educational Needs.

The SEND Co-ordinator is ***Miss Emily Gaskell*** who can be contacted via email at ***sendco@staining.lancs.sch.uk.***

We have a named member of the school's Governing Body who takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Section 2

Objectives

The objectives of our SEND policy and practice at Staining Primary School are:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCo to oversee the provision for children with SEND

- To provide support and advice for all staff working with SEND pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

Section 3

Identifying Special Educational Needs

Children will have needs and requirements which may fall into at least one of the four areas, as defined by the SEND Code of Practice (2015). Many children will have inter-related needs. The areas of needs are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Whilst these four categories of need broadly identify aspects of primary areas of need for children and young people, at our school, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Our school places a high importance on early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be to ensure that they can fulfil their potential. Any of the following may trigger a concern:

- Parents/carers
- Child
- Class teachers
- Teaching Assistants
- Records transferred from other schools.
- Support service

Section 4

Identification and Assessment

The school recognises that early identification is essential. At Staining CE VC Primary School, we identify children with SEND as early as possible, through contact with Early Years settings, liaison with parents and by teacher assessment at the start of the Foundation Stage Year.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment (for details of assessments used at each phase please refer to assessment policy). Children with SEND may be identified at any stage of this process during their school life.

In addition to school assessments, we occasionally request additional diagnostic assessment from outside agencies.

- A variety of assessments can be used to show how far below the national expectations the child is working.
- Their performance monitored by the teacher as part of ongoing observation and assessment.
- Standardised screening or assessment tools.
- Assessment from outside agencies.

This is not an exhaustive list as identification and assessments are linked to the needs and requirements of the individual pupil. Both the child and their parents are fully involved in the identification and assessment process.

The school also carefully considers areas of need which are not categorised as SEND but may impact on progress and attainment including disability, attendance and punctuality, health and welfare, English as an additional language, being in receipt of pupil premium or being a looked after child. The school strives to ensure that quality first teaching of the highest standard is applied in all of these circumstances, where all pupils have access to an excellent, personalised education which is differentiated to their needs and requirements. The school also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2015.

In accordance with the Code of Practice 2015, the school will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a specific need which we will be able to recognise and identify clearly, for example, a social or emotional difficulty.

Section 5

Here at Staining CE Primary School, we adopt a graduated approach to SEND; where a number of steps are taken before students are added to the SEND register. As previously stated, the school ensures that the highest quality-first teaching is a key element to all lessons. We recognise that it is the role of the class teacher to provide for every pupil's individual needs and steps to ensure that pupils have appropriate adjustments and good quality personalised teaching should always be undertaken before we will consider pupils as having SEND.

The Graduated Approach in the Primary Phase is as follows:

Stage 1: High quality teaching, differentiated for the needs of individual pupils.

Stage 2: Initial Concern:

The class teacher raises initial concerns either to the SENDCo or through pupil progress meetings with the senior leadership team (SLT), which outlines the areas of concern, the support already in place and the views of the parents / child.

Stage 3: Monitoring:

When a class teacher or the SENDCo identifies a child with special educational needs the class teacher devises interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This support must be delivered alongside high-quality teaching. Progress will be discussed with parents termly or more frequently, if necessary, via the end of year report and where appropriate at weekly 'drop in' sessions.

An Early Help Assessment MAY begin. Early Help Assessment is a shared assessment tool for use across all children's services in England. It helps in the early identification of needs of children and young people and promotes a co-ordinated approach on how those needs should be met. It covers all aspects that affect a child's development, from health, education and social development, through to housing and family relationships.

These children may be recorded on a confidential SEND register as - additional needs with parental permission.

Stage 4: SEN support:

If, despite significant support and intervention at the Monitoring stage, the SENDCo and class teacher, in consultation with parents, may ask for help from external services or are provided with advice or support from outside specialists. Further assessments may be carried out to provide a better picture of the pupils needs and how to meet those needs. Additional or different strategies will be put in place along with, where appropriate, specialist equipment. At this point, an Individual Learning Plan (ILP) will be put in place.

Individual Learning Plans

Individual Learning Plans (ILPs) are written once a specific need has been identified and discussed with the child's parent. These documents will identify the child's individualised needs, the intervention that will take place in order for the child to make progress towards their targets and the regularity of the support. There will also be a section on the ILP for a review of the targets.

Progress will be discussed with the parents on a regular basis, at least once a term. The current outcomes will be evaluated and new outcomes set. These meetings will also decide whether the child needs to remain on SEND support or whether to move to monitoring or whether the process for attaining an EHCP (Education Health and Care Plan) needs to be started.

Speech and Language Therapy (SALT)

School work closely with NHS speech and language team to identify children from an early age who have difficulties with communication and language. Parents, SALT therapists, health visitors and class teachers may raise any concerns they have with regards to speech, attention and listening and communication. Often children under SALT will be provided with a speech and language programme which is intended to address specific difficulties and is expected to be worked on at home and at school. Children who are supported by the speech and language team may be added to the SEND register with parental permission.

Stage 5: Education, Health and Care Plans (EHCP)

If a child has lifelong or significant complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child are such that a multi-agency approach is needed.

Information from a variety of sources, including parents/carers, teachers, SENDCo, specialist teacher, educational psychologist, social care and health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually. In the case of targets that come from the EYFS curriculum, reviews are carried out every 6 months. Where targets are taken from KS1 or KS2 curriculum, they are reviewed annually.

Parents/carers and the child are fully involved in every step of this graduated approach and the school meets with parents/carers to discuss progress in addition to the annual review where a child has an EHC plan. Parents/carers are also encouraged to contact the SENDCo at any time during the year where they have questions or concerns.

Throughout the school year, parents/carers of children on the SEND Register are invited to discuss progress made by their child. This provides the opportunity for pupils and the parents/carers to air concerns and provide suggestions for future outcomes and support. Where it is highlighted that the pupil is underachieving or needs to access a higher level of support before the review date, additional meetings can be arranged to adapt the plan and do not have to wait until the review date set.

The level of provision outlined in the plan is decided after assessments have taken place. Provision is linked to areas of need and outcomes we aim to achieve. Parents/carers and the pupil are fully involved in these discussions. The school contributes to the local offer which outlines all available provision and the requirements for this provision to be allocated (link available on school website).

Section 6

Provision

The school follows the National Curriculum, however there are a number of specialist provisions available for students who need additional support to access mainstream education. The school uses information from Early Year Providers and parents, alongside our own baseline assessments carried out on entry, to identify students with additional needs. Students may access support from a number of internal and external services. These include:

- The curriculum is differentiated and tracked back to ensure progress in the acquisition of basic skills.
- There is a provision which provides targeted intervention for Social Skills development and communication.
- Learning Support Mentor who works across the whole school to ensure that identified students (particularly those children who have been identified as vulnerable, pupil premium) are happy, able to learn and achieve appropriate outcomes in their learning.
- English Intervention.
- Maths Intervention.
- Speech and Language Intervention. The school works closely with our school speech and language therapist form the NHS SALT.

As well as a wide range of internal provision, the school has links with a number of outside agencies including:

- Specialist teachers for Hearing Impairment, Visual Impairment, Behavioural needs, Social and Emotional needs, Autistic Spectrum Disorder and Speech and Language.
- Educational Psychology Service.
- Health Care Professionals.
- Social Care Professionals.
- Specialist teachers.

At Y6 transition, the SENDCo provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with EHC Plans, the SENDCo arranges a meeting with the SENDCo from the chosen Secondary school, the class teacher at Staining CE Primary School, the parents and the child during the summer term prior to transition.

This is not an exhaustive list as pupils will be referred as a need arises.

Section 7

Training and Resources

- SEND provisions are funded through Block Funding, Pupil Premium and High Needs Funding.
- Training needs of staff and the school are identified through the School Improvement Plan, Appraisal Reviews and Individual Pupil Needs e.g Training for pupils with SpLD, allergies etc.
- All staff attend regular training, covering a range of areas including SEND.
- The SENDCo will access CPD as necessary and attend Cluster Meetings and courses run by the Local Authority and Medical services.
- The SENDCo is completing the National Professional Qualification for SEND.

Section 8

Supporting Pupils and their Families

In addition to what has already been mentioned within the policy document:

- Our school website provides information for all our parents on how they can support their child in their learning journey through school.
- The school provides opportunities for parents to attend workshops such as: phonics, handwriting, maths calculations
- Each class teacher has a weekly 'drop in' session where parents can speak to the teacher about any concerns or their child's progress
- The school website has a link to our school offer and how parents can access the LA local offer

Section 9

Supporting Pupils 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 a special educational need (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. For more information, please read the school's policy on supporting children with medical conditions which can be found on the school's website.

Some children may have a medical care plan which is completed with the school nurse and updated regularly.

Some children with a medical need may be on the SEND register if their needs mean they have provision which is additional to or different from their peers.

Section 10

Roles and Responsibilities

The Head Teacher and Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2015.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEND policy, information report and contribution to the local offer.
- The named Governor with responsibility for SEND has regular contact with the SENDCo and the Senior Management of the school, to keep up-to-date with, and monitor the school's SEND provision and reports back termly to the full governing body.

The member of staff responsible for child protection, pupil premium and looked after children is the Head Teacher and Deputy Headteacher.

The SENDCo

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will be responsible for the following:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Making recommendations regarding the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options, and a smooth transition is planned.
- Working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- The SENDCo will arrange and lead CPD sessions for the school staff on specific SEND issues.

Class Teachers

- Every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disabilities.
- It is the duty of the class teacher to provide a high level of quality-first teaching.
- Each teacher is responsible for maintaining and updating the Individual Learning Plans (ILPs).
- There is a core expectation that the Class teacher and TA has responsibility for evidencing progress according to the outcomes described in the plan.
- The class teacher regularly reviews the ILPs and sets SMART targets.
- The Class teacher liaises with SENDCo, SLT, support staff and parents for those children on SEND register.

Teaching Assistants (TA's)

- Some TAs are trained to deliver specific interventions.
- All TAs are expected to deliver quality provision, under the guidance of the Class Teacher and SENDCo.
- Training to meet the needs of TAs is arranged according to whole school and individual pupil needs.
- TAs are encouraged to discuss issues relating to SEND with the SENDCo. Where individual and group training needs are identified of support staff, the SENDCo or Head will facilitate training.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the policy.

- In line with the SEND Code of Practice, the class teacher is the first port of call for the TAs to discuss issues relating to pupils with SEND. The SENDCo may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, TA and the SENDCo exists, the needs of the pupil are met more effectively.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Offering parents' evenings once a term to discuss children's progress.
- Sending two interim reports to parents, which explain the progress made by each child and indicates how the child can develop their learning.
- Sending an annual report (Summer Term) to parents, which explains the progress made by each child and indicates how the child can develop their learning.
- Weekly 'drop in' sessions.
- Open Door policy.
- WEDUC communication.
- Holding annual welcome meetings at the start of each school year to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- To carry out recommendations from specialist teachers where possible. For example, to carry out speech and language programs provided by SALT.

Section 11

Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents/carers, the Head or the SENDCo, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file and electronically. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

The SEND File will contain copies of the original documents; ILPs; action plans; minutes from meetings; assessment information; Education and Health Care Plans; Medical Care Plans.

The SEND register and assessment data is held electronically on the school's network, which cannot be accessed by the students.
When information needs to be disposed of (e.g. removal from the SEND register, changes to circumstances), the school confidentially disposes of such data on request.

The school complies with GDPR legislation.

Section 12

Evaluating the success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible.
- Making use of good practice in planning for, teaching and assessing children with SEND.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the LEA to support the child's needs as identified on their EHCP.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

The SEND policy will be reviewed annually, or in response to Government or LA initiatives/incidents, by the governing body, school leaders and the SENDCo. The views of pupils and parents/carers are fully considered during the creation of policies. This involvement aims to further improve levels of engagement with parents, carers and families

This policy was reviewed and revised May 2026.