



Poulton-le-Sands C of E Primary School

Special Educational Needs and Disability Inclusion Policy

At Poulton-le-Sands C of E Primary School, we are dedicated to doing everything we can to support the special educational needs of our pupils and to help them achieve the best possible educational and personal outcomes.

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

***The light shines in the darkness and the darkness shall not overcome it.
John 1 v.5***

Headteacher - Mrs Laura Gardner

SEND Governor - Mr Phil Ramsden

SEND Co-ordinator - Mrs Kerry Higgs

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (September 2014) 3.65 and has been written with due regard to legislation, including, but not limited to:

- SEND Code of Practice 0-25
- Children and Family Act 2024
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Supporting Children with Medical Conditions 2015
- Keeping Children Safe in Education
- Working Together to Safeguard Children 2023
- Data Protection Act 2018
- Statutory Guidance on Accessibility
- Lancashire SEND Plan 2021-25
- The National Curriculum in England Key Stage 1 and 2 2014
- EYFS statutory framework 2025

This policy explains the SEND Code of Practice and SEN practice at Poulton-le-Sands CE Primary School. It outlines the framework for Poulton-le-Sands CE Primary school to meet its duties and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and/or disabilities.



This policy was created by the school's SENCO, Mrs K Higgs, in liaison with the SLT, Governors and all staff and parents/carers of pupils with special educational needs and disability.

Please note: It is advisable that the SEND Policy, Information Report and Local Offer are read together as they both compliment and overlap each other in content.

Aims/Intent

- At Poulton-le-sands Church of England Primary School, we value every child equally and believe that all pupils are entitled to a high-quality, inclusive education that enables them to thrive academically, socially, and emotionally. We are committed to identifying and meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and to working in partnership with families and external agencies to achieve the best possible outcomes.

Our aims are to:

- **Build on strengths and achievements** so that every pupil can succeed and feel proud of their progress.
- **Promote respect, value, and self-esteem** by creating an environment where all individuals are included, supported, and celebrated.
- **Ensure equality of access** by removing barriers to learning and making reasonable adjustments so that pupils with SEND can participate fully in all aspects of school life.
- **Involve parents, carers, and pupils** as equal partners in decision-making and in reviewing the provision that is in place.
- **Identify needs at the earliest opportunity** through high-quality teaching, ongoing assessment, and early intervention.
- **Use a graduated approach** (assess, plan, do, review) to provide targeted support and enable pupils with SEND to make the best possible progress.
- **Work collaboratively with external professionals** to secure the most effective support. **Prepare pupils for the next stage of their education and adulthood**, fostering independence, resilience, and lifelong learning skills.
- **Develop staff expertise** in inclusive teaching strategies and SEND provision through ongoing professional development.

Objectives/Implementation

To achieve our aims and ensure that pupils with Special Educational Needs and Disabilities (SEND) reach their full potential, we implement a clear and structured approach, outlined in our annual **SEN Development Plan**. This includes:

- **Identifying and assessing needs early** to provide timely and targeted support.
- **Planning and delivering personalised interventions** that address individual learning needs.
- **Monitoring and reviewing progress regularly** to evaluate the effectiveness of provision and adapt strategies as required.
- **Collaborating with parents, carers, and external professionals** to ensure a coordinated approach to each pupil's education and wellbeing.
- **Developing staff expertise** through ongoing training and professional development in inclusive teaching and SEND support.



- **Ensuring that resources are allocated effectively** to support pupils' learning and personal development.

The objectives outlined in the SEN Development Plan are reviewed and updated annually to ensure continuous improvement in provision and outcomes for all pupils with SEND.

Broad Areas of Need

As a church school, we recognise that every child is a unique individual, created in God's image, with their own strengths, gifts and challenges. When planning support, we consider the whole child, not just any special educational needs they may have.

We understand that children's needs may fall within one or more of the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to ensure we take the right actions to help all children thrive. We work in partnership with parents, carers, and outside professionals so that every child can grow in confidence, flourish in their learning, and feel fully included in our school family.

We recognise that there are occasions when a child's progress and attainment may be affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

In such cases, we make appropriate provision to support the child. However, this does not necessarily mean that the child requires Special Educational Provision (SEP).

A Graduated Approach to SEN Support

Our school is committed to the early identification of children with special educational needs (SEN), so that the right support can be put in place as quickly as possible.

Class teachers are responsible and accountable for the progress and development of every pupil in their class, including those receiving support from teaching assistants or specialist staff. Through ongoing observation and assessment, teachers identify areas where a child may not be making expected



progress. This may be supported by more formal assessments such as Baseline Assessment, PIPs, SATs, or PIVATS.

Whole-school assessment data is regularly monitored to track progress and attainment. Where concerns arise, teachers consult with the SENCO to explore contributing factors, such as:

- the child's learning characteristic
- the learning environment
- the task or curriculum demands
- the teaching style and level of differentiation

Progress is often achieved by adapting classroom organisation, teaching materials, approaches, and differentiation. If, after targeted support, progress remains limited, the teacher will work with the SENCO to review strategies and consider further steps.

If it is agreed that a pupil requires provision that is **additional to or different from** what is normally available, this will be identified as **Special Educational Provision (SEP)**. At this point, the pupil will be placed on the school's SEND register as receiving SEN Support, in consultation with parents.

In line with the SEND Code of Practice (2014), we no longer use the former categories of *School Action* and *School Action Plus*. Instead, we seek to identify pupils making less than expected progress for their age and circumstances. This may include progress which is:

- is significantly slower than that of peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- widens the attainment gap over time
- does not support wider development or social and emotional needs
- does not support progress in self-help, social, or personal skills

To ensure pupils receive the right support, we use the **graduated approach** outlined in the Code of Practice 0–25 years: *Assess, Plan, Do, Review*.

Each pupil receiving SEN Support will have an **Individual Pupil Plan (IPP)**, which follows this graduated approach. This process is:

- **Initiated, facilitated and overseen** by the SENCO
- **Led and carried out** by the class teacher, who is responsible for assessing, planning, delivering, and reviewing provision
- **Supported** by the SENCO, who provides advice, guidance, and additional assessment where appropriate
- **Informed** by external agencies, where they are involved, with the SENCO responsible for liaising and co-ordinating support

The SENCO also works with the Senior Leadership Team, teachers and teaching assistants to monitor and evidence the impact of provision. Class teachers are responsible for maintaining and updating each



child's **IPP**, ensuring it remains relevant and effective.

ASSESS

The teacher and SENCO gather information about the pupil's progress from school data, national expectations, and formative assessments. This helps identify current attainment, strengths, and areas of need. Advice may be sought from the SENCO or external specialists (with parental consent), and diagnostic tools may be used. Person-centred approaches, including developing a *One Page Profile*, help us understand what matters most to the pupil and how best to support them.

PLAN

Pupils and parents are fully involved in setting aspirations, outcomes, and strategies. Using person-centred tools, we ensure they are key partners in the process. Each plan sets clear goals for the term, outlines the provision and strategies to be used, and includes a review date. A copy is shared with parents and pupils.

DO

The agreed strategies and interventions are put into action by the class teacher, supported by the SENCO and teaching assistants where appropriate. Progress is tracked through the school's usual assessment systems and by monitoring the impact of specific interventions, both quantitatively and qualitatively.

REVIEW

At the end of the review period (at least termly), progress is evaluated with the pupil and parents. This review informs the next cycle of assessment and planning, ensuring support remains targeted and effective.

The school's Local Offer can be found on the school website www.poulton-le-sands.lancs.sch.uk. 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 and Headteacher record the cost of provision made through provision mapping.

Statutory Assessment of SEN

If, despite SEN Support, a child's outcomes do not improve and the school is unable to meet their needs from its own resources, staffing, and expertise, the school may request a Statutory Assessment from the Local Authority. This process may lead to an Education, Health and Care Plan (EHCP).

When making a request, the school will provide evidence of the child's progress over time, alongside records of the support already in place. This may include:

- the child's Individual Pupil Plans (IPPs)
- records of reviews with pupils and parents, and their outcomes
- use of the Common Assessment Framework (if applicable)
- relevant medical information



- National Curriculum attainment and the wider learning profile
- reports from educational or other assessments (e.g. Educational Psychologist)
- views of the parent and the child
- involvement of outside agencies

This evidence ensures the Local Authority has a clear picture of the child's needs, the support provided so far, and the reasons why additional provision may be required.

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 LA website

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

Annual Review of the EHC Plan

The Local Authority (LA) has a three-year period to complete the transition from Statements of SEN to Education, Health and Care Plans (EHCPs). All Statements and EHCPs must be formally reviewed at least once a year.

The SENCO coordinates the review process and invites all relevant participants. This will always include the pupil, their parents or carers, and anyone else the family wishes to be present. Professionals from school, external agencies, and a representative from the LA will also be invited as appropriate.

The review meeting is designed to be person-centred, focusing on the child's progress and aspirations. Discussions will consider:

- progress towards agreed outcomes
- what we value and admire about the child
- what is important to the child now
- what is important for their future
- how best to support them in achieving their goals
- any questions or challenges to address



- an updated action plan

Any amendments to the EHCP will be clearly recorded. The SENCO will write up the outcomes of the review, and the Headteacher will ensure the final report is submitted to the LA within the required timescale.

Criteria for exiting Special Educational Provision

A child may no longer require **Special Educational Provision (SEP)** if they make sustained progress and no longer need support that is additional to or different from their peers. This may be demonstrated when they:

- make progress significantly faster than their peers
- close the attainment gap with their peers
- achieve significant progress in wider development or social and emotional needs
- develop self-help, social, and personal skills to a level where extra provision is no longer necessary

Decisions about exiting SEP will always be made at the review stage, in consultation with parents, the pupil, and relevant staff.

Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at

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

This policy forms part of the school's SEN Information Report.

Our school is committed to working closely with parents and carers, recognising that strong partnerships are vital to ensuring the best outcomes for children. Over the past year, we have developed new initiatives to strengthen these relationships, including regular opportunities to share both concerns and successes with staff.

Parents are informed about the Information, Advice and Support Services (IASS), formerly Parent Partnership, and are supported to engage with external agencies when needed.

We involve parents at every stage of their child's journey:

- Liaison begins with the class teacher and, where appropriate, the SENCO.
- Parents contribute to setting targets for Individual Pupil Plans (IPPs) and may be provided with suggested home activities.
- Parents and pupils are invited to attend target-setting meetings and regular reviews.
- For pupils with Statements or EHC Plans, parents and the pupil are invited to the annual review meeting, along with relevant professionals.
- The Governors' Annual Report keeps all parents informed about changes to SEN policy and the outcomes of agreed targets.



Where medical issues arise, these are first discussed with parents or carers. Where further support is required, the school nurse may be contacted, and if appropriate, a referral can be made through the child's GP for further assessment.

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

Safeguarding children with SEND

We recognise that children with Special Educational Needs and Disabilities (SEND) can be particularly vulnerable. Additional barriers may exist in identifying abuse, including:

- assumptions that changes in behaviour, mood, or injuries are related to the child's disability without further investigation
- increased risk of social isolation from peers
greater susceptibility to bullying or harmful behaviours, often without obvious signs
- communication difficulties that make it harder for the child to express concerns

To address these risks, we:

- maintain high vigilance among staff through safeguarding training
- provide targeted pastoral support for children with SEND when needed
- foster positive, open, and honest relationships with parents and carers
- ensure regular opportunities for communication with families of children with SEND

For full details on safeguarding procedures, please see our **Safeguarding Policy** on the school website.

Designated Safeguarding Leaders (DSL): are Mrs L Garnder (Headteacher) and Mr G Smith (Deputy Headteacher from April 2024)

Nominated Safeguarding Governor: Mr D Woodhouse

Bullying

Bullying is taken very seriously at Poulton-le-Sands C of E Primary School. To view the school's policy on anti-bullying, see the school's website at [www. www.poulton-le-sands.lancs.sch.uk](http://www.poulton-le-sands.lancs.sch.uk)

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Poulton-le-Sands C of E Primary School endeavour to generate a culture of support and care among pupils.

Admissions

Pupils with special educational needs (SEND) are admitted to Poulton-le-Sands C of E Primary School in line with the school's admissions policy, which is available on the school website as part of the School



Prospectus. The school complies with the statutory requirements of the Children and Families Act 2014 and ensures these are fully met.

For children joining from pre-school, the school will work closely with parents, using information from visits, induction meetings, and any available records to determine whether a child has, or may have, SEND. For pupils transferring from another school, the school will seek information from parents and access previous records promptly. If a child is identified as having a learning difficulty, the school will gather all relevant information and plan a suitably differentiated curriculum to meet their needs.

When a pupil transfers to another school, all relevant records, including SEND documentation, will be sent to the receiving school as soon as it is identified. For pupils transferring to secondary school, the Year 6 teacher and SENCO will meet with the receiving school's SENCO to discuss each child's needs. Additionally, a representative from the receiving school will be invited to attend the Year 6 transition review meeting to ensure continuity of support.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

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

The school's approach to supporting pupils with medical needs is detailed in the following policies, all of which are available on the school website:

- Single Equality Policy
- Safe Use of Medicines Policy
- Health and Safety Policy

<https://poulton-le-sands.lancs.sch.uk/>

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress and updates on SEND will be reported termly in report to the governors.

Training and resources

The Governors ensure that the school has a **suitably qualified SENCO** with sufficient time to carry out the role effectively. Time is also allocated for staff to review pupil progress, discuss curriculum needs, and transfer information between classes and phases.



Teacher Assistants are allocated time to provide the individual support outlined in Individual Pupil Plans (IPPs). Class teachers are responsible for ensuring this support is delivered and monitored. Governors ensure that sufficient time is provided for monitoring provision and pupil progress.

The school uses funding to access external professional advice and support for individual pupils in line with their Statements or EHC Plans, and to meet identified needs.

Staff training and professional development:

- Teachers and teaching assistants receive training both in-school and through external professional development.
- The SENCO keeps up-to-date with current research and best practice in SEN and is supported to enhance their knowledge, skills, and abilities through courses, local or county forums, and collaboration with other professionals.
- Knowledge and skills gained are shared with staff via meetings, INSET sessions, or individual consultation.
- External agencies may be invited to contribute to INSET.
- SEN training is included in INSET days and staff meetings to reflect the needs of the school and individual staff members.

Governors are kept fully informed of their statutory responsibilities through training and regular updates from the Headteacher and SENCO.

Funding is deployed in the budget to meet the cost of:

- Teaching Assistant support and a Pupil and Family Support Worker
- Assessment Materials
- Specialist teacher assessments – Inclusion and Disability Support Service (IDSS)
- SENCO Training
- Educational Psychologist
- Staff Training
- Specific SEND equipment
- Work to meet accessibility requirements

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision. This may include...resources, teaching staff (Teacher or teaching assistant)



Roles and Responsibilities

The Governing Body

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

- The Curriculum Standards Committee receives a report at every curriculum meeting to update progress on SEN issues,
- The SEN policy is reviewed annually,
- The governors' termly report with details the effectiveness of the SEN provision and policy and any significant changes.
- The school website (School information report and local offer) has information that 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 designated 'responsible person' for special educational needs and oversees the day-to-day management of SEN provision. They keep the Governing Body informed about the support and resources provided to pupils with SEN.

The Headteacher works closely with the SENCO, the Special Needs Governor, and staff to ensure the effective implementation of the school's SEN policy. Together, the Headteacher and SENCO identify priorities for development in SEN provision and contribute to the school's Improvement Plan.

The Special Educational Needs Co-ordinator (SENCO)

Mrs K Higgs

B.Ed (Hons)

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 the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's



learning. They are encouraged to be fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPPs and to maintain other SEND records and information.

Storing and managing information

The confidential nature of SEND information is fully recognized at Poulton-le-Sands C of E Primary School. Hard copy files are stored in the Head Teacher's office or SENCO's room whilst electronic files are password protected and stored on the school shared area. Further information can be found in our information and security policy under GDPR on our website.

Reviewing the policy

The policy will be reviewed annually as part of the school's evaluation cycle.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Poulton-le-Sands C of E Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the website at www.poulton-le-sands.lancs.sch.uk in the Single Equalities Policy.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- follow the school's complaints procedure.

Parents are made aware of the SEND information, Advice and Support Services (SENDIASS) formerly Parent Partnership.

Date reviewed: September 2025

Signed:

Mrs Laura T. Gardner
Acting Headteacher

Next review date: September 2026