



Weeton St Michael's
CHURCH OF ENGLAND PRIMARY SCHOOL

STATUTORY POLICY

SEND Policy

From small beginnings, great things grow

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APPROVED BY

Full Governing Body

VERSION

1.0

Luke Smith

HEADTEACHER

Jed Sullivan

CHAIR OF GOVERNORS



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At Weeton St Michael's CE Primary School we are committed to meeting the special educational needs of all pupils and to ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, all children are supported within the distinctively Christian ethos of the school. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirements set out in the SEND Code of Practice: 0 to 25 years (January 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014, Part 3
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010: advice for schools, DfE

This policy has been created by the school's Headteacher, Mr Luke Smith, and SENDCo, Mrs Nicola Rillie, in consultation with governors, staff, and the parents and carers of pupils with special educational needs and disabilities.

1. Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another, and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment, so far as is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained, so that all persons including parents and carers are aware of the pupil's progress and the special educational provision made for them.
- Assess children regularly so that those with SEND are identified as early as possible.

- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

2. Objectives

To achieve our aims, and to ensure that children with special educational needs achieve their full potential and make progress, we will:

- **Identify need early.** Use regular assessment, pupil progress meetings and staff and parental concerns to identify pupils who may have special educational needs as soon as possible.
- **Teach well first.** Ensure that high quality, adaptive whole-class teaching is the first and most important response for every pupil, and that class teachers retain responsibility for the progress of the pupils they teach.
- **Follow a graduated approach.** Apply the assess, plan, do, review cycle set out in the SEND Code of Practice, so that support is matched to need and its impact is evaluated.
- **Plan provision individually.** Maintain an Individual Learning Plan for every pupil on the SEND register, setting a small number of specific, measurable targets that are reviewed and revised termly.
- **Work in partnership.** Involve pupils and their parents and carers in setting targets, reviewing progress and making decisions, and communicate openly and promptly about any concerns.
- **Train and support staff.** Provide the training, time and professional advice that teachers, teaching assistants and the SENDCo need to meet the range of needs in school.
- **Deploy resources effectively.** Use the school's delegated and devolved funding to secure the provision set out in pupils' plans, and keep the impact of that spending under review.
- **Work with external agencies.** Draw on the expertise of specialist services and the Local Authority, and comply with all local arrangements when applying for and reviewing Education, Health and Care plans.
- **Give full access to school life.** Ensure that pupils with SEND take part in the full curriculum, in trips, clubs and enrichment, making reasonable adjustments where needed.
- **Be accountable.** Publish the school's SEND Information Report, report on the effectiveness of SEND provision to the governing board, and review this policy annually.

3. Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include more than just their special educational needs.

There are occasions when progress and attainment are 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 or previously looked-after child

Where this is the case, appropriate provision will be made, but this does not automatically mean the child requires special educational provision.

4. A Graduated Approach to SEND Support

Stage 1: Quality first teaching

At Weeton St Michael's CE Primary School we ensure that each child has access to high quality, whole-class first teaching. Each class teacher is a teacher of children with SEND and is responsible for adapting and personalising the learning for all of the children in their class. This is the first step in responding to pupils who have, or may have, SEND.

The SEND Code of Practice states that:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The senior leadership team works closely with class teachers in monitoring the progress that their pupils are making. Termly pupil progress meetings are held to identify and support pupils at risk of underachievement and to determine which interventions are needed.

Stage 2: Additional SEND support

If a child is identified as not making adequate progress once they have had the relevant interventions and adjustments alongside good quality personalised teaching, individual targets will be written for the child by the class teacher with support and advice from the SENDCo. This takes the form of an Individual Learning Plan (ILP), which sets out the special educational provision to be made, including the frequency and duration of the support.

The ILP is written with consideration to all of the information gathered within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment using effective tools and early assessment materials. The pupil and their family will also be asked to contribute to the ILP. At this point the pupil would be placed on the SEND register.

Stage 3: Education, Health and Care plan

Pupils with an Education, Health and Care (EHC) plan have access to all arrangements for pupils on the SEND register and, in addition, have an Annual Review of their plan.

The school complies with all local arrangements and procedures when applying for an EHC plan, and ensures that all pre-requisites for application have been met through ambitious and proactive additional SEND support, using our devolved budget at an earlier stage. Our review procedures fully comply with those set out in the SEND Code of Practice and with Lancashire County Council policy and guidance, particularly with regard to the timescales set out within the process.

5. Managing pupils on the SEND register

All pupils on our SEND register have an Individual Learning Plan. Our ILPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are working documents which are constantly refined and amended.

Targets will be arrived at through:

- Discussion between the teacher and the SENDCo.
- Discussion, wherever possible, with parents, carers and the pupil.
- Informed assessment, which may include the input of outside agencies.

- Addressing the underlying reasons why a pupil is having difficulty with learning. Targets will not simply be "more literacy" or "more maths".

ILPs will be accessible to all those involved in their implementation. Pupils should have an understanding and ownership of their targets, and will have a maximum of three short or medium term SMART targets set for or by them.

Progress towards targets will be monitored and evaluated regularly. New targets will be set as soon as previous ones are met, to maintain continuous progress. ILPs will specify how often additional work towards the targets will be covered and where evidence of progress will be found. Teachers will meet with parents termly to discuss progress, and the SENDCo may be present at these meetings.

6. Criteria for exiting special educational provision

A child may no longer require special educational provision where they:

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

This would be determined at the review stage.

7. Supporting pupils and families

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils with SEND by encouraging them to:

- State their views about their education and learning.
- Identify their own strengths and learning needs.
- Share in individual target setting across the curriculum, so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their Individual Learning Plan.

The school aims to work in close partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having, or other needs which need addressing or resourcing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, particularly those not making expected progress, and involving parents in drawing up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of SEND Information Advice and Support Services (SENDIAS), available as part of the Local Offer.
- Publishing our SEND Information Report on the school website.

The Lancashire Local Offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families. It can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The school's SEND Information Report also details the school's arrangements for the identification of, and provision for, pupils with SEND.

8. Admissions

Pupils with special educational needs will be admitted to Weeton St Michael's CE Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements.

The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having, special educational needs. In the case of a pupil joining the school from another school, the school will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have difficulty in learning, it will make its best endeavours to collect all relevant information and plan an appropriately adapted curriculum. The admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school, the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

9. Medical needs

The school recognises that pupils 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 and may have an Education, Health and Care plan which brings together health and social care needs as well as their special educational provision. In these cases the SEND Code of Practice is followed.

10. 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 SEND action plan. The effectiveness of SEND provision, and progress against the annual targets, will be reported to the governing board and reflected in the school's published SEND Information Report.

11. Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and phases. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in their plans, and teachers are responsible for ensuring this takes place and is monitored.

The governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teaching assistants is provided both within school and through other professional development activities. The school uses funding to provide external professional advice and support for individual pupils in line with their Education, Health and Care plans and in relation to their needs.

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

The SENDCo will:

- Keep abreast of current research and thinking on SEND matters.
- Be supported to enhance their knowledge, skills and abilities through courses and the support of other professionals.
- Disseminate knowledge and skills gained through staff meetings, whole-school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and of individual staff members.

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

- Teaching assistants
- Specialist teacher support from Lancashire County Council's specialist and inclusion services
- Provision of resources for children as required to meet their needs
- INSET and training for the SENDCo, teachers and teaching assistants

12. Roles and responsibilities

The governing board

The SEND Governor, Mrs Dawn Ansell, will support the governing board to fulfil its statutory obligations by ensuring that:

- The governing board receives regular reports updating it on progress with SEND matters.
- The SEND policy is reviewed annually.
- The school reports on the effectiveness of the SEND policy, any significant changes made to it, why they have been made, and how they affect SEND provision.
- The school's published information 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.

Headteacher

The Headteacher, Mr Luke Smith, is responsible for managing the school's responsibility for meeting the medical needs of pupils.

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Headteacher and the governing board delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Nicola Rillie.

The Headteacher will be informed of the progress of all pupils with SEND, and of any issues with the school's provision, through:

- Analysis of the whole-school pupil progress tracking system.
- Maintenance and analysis of a whole-school provision map for vulnerable learners.
- Pupil progress meetings with individual teachers.
- Regular meetings with the SENDCo.
- Discussions and consultations with pupils and parents.

SENDCo

In line with the recommendations in the SEND Code of Practice, the SENDCo, Mrs Nicola Rillie, will oversee the day-to-day operation of this policy in the following ways:

- Identifying and sourcing the CPD that will equip colleagues with the knowledge and skills to adapt their teaching to respond to the strengths and needs of pupils with SEND.
- Maintenance and analysis of the whole-school provision map for pupils with SEND.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education, Health and Care plan, and complying with requests from an EHC Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request an EHC plan where there is strong evidence, arising from previous intervention, that a pupil may have a special educational need requiring significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND.
- Evaluating regularly the impact and effectiveness of all additional interventions for vulnerable learners.
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.

- Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views, in conjunction with class teachers.
- Attending Lancashire County Council SENDCo network meetings and training as appropriate.
- Attending cluster meetings with local SENDCos to share best practice.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for those with special educational needs, nationally, locally and within school.
- Liaising closely with a range of outside agencies to support vulnerable learners.

SEND Governor

The governing board has identified a governor to have oversight of special educational needs provision in the school, and to ensure that the full governing board is kept informed of how the school is meeting statutory requirements. The SEND Governor meets with the SENDCo on a regular basis to discuss any SEND related issues and to review the progress of children identified as having SEND. The SEND Governor at Weeton St Michael's is Mrs Dawn Ansell.

13. Storing and managing information

The confidential nature of SEND information is fully recognised at Weeton St Michael's CE Primary School. Hard copy files are stored securely in the Headteacher's office, and electronic files are stored in a password protected area of the network. Information is handled in accordance with the UK General Data Protection Regulation and the Data Protection Act 2018, and in line with the school's privacy notices.

14. Reviewing the policy

This policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in **September 2027**.

15. Accessibility

The Equality Act 2010 places a duty on schools to prepare and implement an accessibility plan setting out how they will, over time, increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school, and improve the availability of accessible information. Weeton St Michael's CE Primary School publishes its accessibility plan on the school website, alongside its Local Offer and inclusion information:

<https://www.weeton-st-michaels.lancs.sch.uk>

16. Complaints

The complaints procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special educational 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 matter with the Headteacher.
- More serious or ongoing concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors.

Parents can also seek independent advice from SEND Information Advice and Support Services (SENDIAS).

17. Bullying

Bullying is taken very seriously at Weeton St Michael's CE Primary School. Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors endeavour to generate a culture of support and care among all pupils and staff.

The school's anti-bullying policy is available on the school website:

<https://www.weeton-st-michaels.lancs.sch.uk>