



St. Michael & St. John's RC Primary School

Policy for Special Educational Needs and Disabilities (SEND) 2025-2026

Date: 17 September 2025 • Next Review: September 2026

“Following the example of Jesus, together we learn, love and respect one another to be the best we can be.”

- The school's SENDCo is Miss Sara Toomey, BA(Hons), PGCE, NASENCo Award
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Miss Toomey is responsible for the day-to-day operation of SEND provision. Although not a member of the Senior Leadership Team (SLT), the Headteacher has overall strategic responsibility for SEND.

This policy explains how St Michael and St John's Primary School makes provision for pupils with SEND, in line with the school ethos and with statutory requirements (Children and Families Act 2014, SEND Code of Practice 2015, SEND Regulations 2014, Equality Act 2010, Supporting Pupils with Medical Conditions 2017). It should be read alongside the school's SEN Information Report, Accessibility Plan, Equality Policy, Safeguarding/Child Protection Policy, Behaviour/Relationships Policy, Anti-Bullying Policy, Complaints Policy, and Medical Needs Policy.

School and Policy Aims

St Michael and St John's aims, learning through faith, to provide a safe, nurturing environment:

Learn... We encourage our children to achieve their true potential and to take full advantage of all opportunities offered to equip them for their spiritual and educational journey.

Love... We believe that each child is a unique creation belonging to God and made in His image. We want our children to recognise this, as they develop their self-esteem and build relationships.

Respect... We support our children in appreciating their individual talents and in valuing the gifts given to others. We encourage the children to recognise that they are all equally valued within school and the wider community.

Policy Objectives

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that pupils with SEND engage in activities alongside those who do not have SEND;
- Identify pupils with SEND as early as possible and make appropriate interventions;
- Identify pupils of all ability who are underachieving and support them to make optimum progress;
- Provide a SENDCo to coordinate SEND provision;
- Provide support and advice for all staff working with SEND pupils;
- Develop strong partnerships with parents/carers and involve them and pupils in the review process;
- Publish an annual SEN Information Report in line with statutory requirements.

Identifying Special Educational Needs

Identification is part of whole-school monitoring. We track progress termly and act quickly where concerns arise. We follow the SEND Code of Practice categories: Communication & Interaction, Cognition & Learning, SEMH, Sensory/Physical. SEN is only identified where additional, different provision is required.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

A student has a learning difficulty or disability if he or she:

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

SEN Code of Practice 0-25 (2015)

The school's **SEND Information Report** provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEND Information Report is available from the school office and the school's website:

<https://www.ssmj.lancs.sch.uk/sen/>

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked termly and, where appropriate, more frequently than this. The SENDCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and adapted teaching and environments, considering the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;

- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following a set amount of time (which will be set by staff and parents together) of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Educational Psychology and Support Services, the Special Educational Needs and Disabilities Service (SENDS) or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

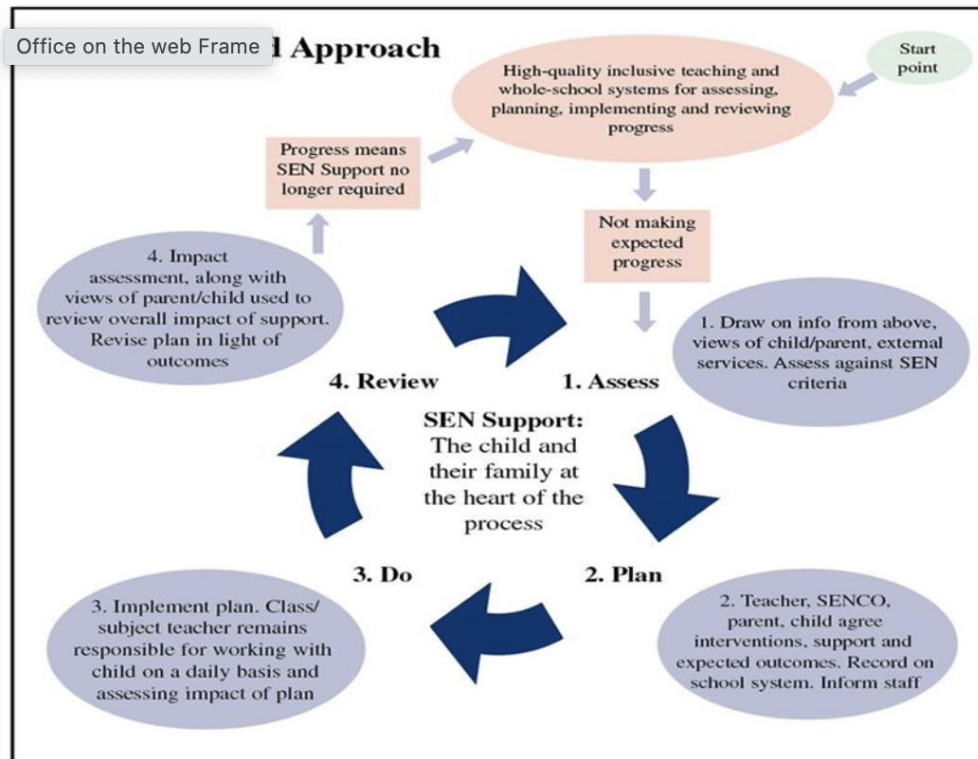
Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made to access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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

The Graduated Approach (Assess - Plan - Do - Review)

We follow the APDR cycle. Teachers remain responsible for progress, supported by the SENCo and external professionals as needed. Support Plans (POPs/Profiles) set SMART targets and are reviewed at least 3 times per year with pupils and parents.



The key principles:

All class 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning; Additional intervention and support cannot compensate for a lack of good quality teaching.

Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.

Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.

When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Pupil Overview of Provision (POPs) and or Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

Provision

Provision includes Quality First Teaching, targeted interventions, specialist advice, and where required, statutory EHCP provision. Provision mapping tracks support, cost and impact. Pupils with EHCPs receive provision as set out in their plan.

The provision which the school makes is fully detailed in the SEND Information Report which is available from the school office or on the website:

<http://www.ssmj.lancs.sch.uk/>

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Inclusion Team and SENDCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team, Inclusion Team and SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

Pupils will have access to this provision on an evidenced-needs basis and we will endeavor to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be done through the Early Help Assessment (EHA) process involving parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/common-assessment-framework/>

As a result of the EHA process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting Pupils and Families

We liaise closely with parents/carers, signpost to the [Lancashire Local Offer](#) and [SEND IAS](#), and ensure accessible communication. We support transition into school, between classes, to secondary, or to another setting.

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

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents

informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents

To further support families and pupils, we have a dedicated SEND section on our website

Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements regarding SEND and will meet them. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we use our best endeavors to collect all relevant information and plan a relevant adapted curriculum.

Supporting Pupils at School with Medical Conditions

Pupils with medical conditions are supported under the DfE statutory guidance.

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;

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in secure locations e.g. in the appropriate classroom, the school office, kitchen, staffroom and the Headteacher's office;

Some pupils may also have special educational needs (SEN) and may have an 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. Provision will be made for these pupils in accordance with their EHC plan.

The school's policy for supporting pupils with medical conditions can be obtained from the school office.

Children Looked After (CLA)

The Headteacher is the named teacher for CLA and works with the Inclusion team to align PEPs with SEND Support Plans or EHCPs.

Monitoring and Evaluation of SEND

The SENDCo reports termly to the SEN Governor and annually to governors. Data, provision maps, pupil/parent voice, and review meetings are used to evaluate impact. An annual action plan is produced as part of the School Development Plan.

Training and Resources

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher and SENDCo.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget.

The SENDCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff;

- To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENDCo advises as necessary.

Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENDCo or by specialist services working with pupils, e.g., ADYS Specialist Ltd, Independent Educational Psychology Support Service, SENDS etc.;

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All permanent and/or long-term teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Local Authority's SENDCo Cluster meetings to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3)

when carrying out their duties towards all students with SEND;

- The Governors and Headteacher and SENDCo are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;

- The Headteacher and SENDCo will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENDCo and the Inclusion Lead are responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Pupil Overview of Provision (POPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted teaching, as detailed in a child's POP and focused in-class support whilst encouraging independence.

Storing and Managing Information

SEND records are stored securely in line with GDPR. Relevant information is transferred promptly to new settings.

Reviewing the Policy

This policy is reviewed annually by the SENCo, SEN Governor and Headteacher. The review considers pupil progress, effectiveness of provision, statutory updates, and any Ofsted/LA recommendations.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001 and Equalities Act 2010, 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. St Michael & St Johns RC Primary School publishes its accessibility plan on the school website and can be found on the school website.

Further details on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's SEN Information Report and School's Contribution to the Local Offer.

School operates an Open-Door policy so parents can contact class teachers and/or teaching assistants throughout the school day. Appointments with the Headteacher and/or SENDCo can be made via the school office.

Dealing with Complaints

Concerns should first be raised with the class teacher, then SENCo / Inclusion Team. Unresolved complaints follow the Complaints Policy. Parents have rights of appeal to the SEND Tribunal regarding EHCP decisions.

Bullying

We are committed to preventing bullying. Our Anti-Bullying Policy sets out measures to protect all pupils, including those with SEND.

Appendix - Personnel involved in SEND

Name	Position
Mrs Z Mabbott	Headteacher
Miss Sara Toomey	SENCo
Mrs Olivia Whyman	Temporary Inclusion Lead
Sam Stell	SEN Governor
Mr M Evans	Chair of Governors
Mrs Z Mabbott	Assessment Co-ordinator
Mrs Z Mabbott / Miss Sara Toomey / Mrs Joanne Holmes	Managing Medical Needs
Mrs Z Mabbott / Mr M Duckworth / Mrs O Whyman	Designated Safeguarding Leads
Mrs Z Mabbott	PPG/LAC Responsibility

Core SEND Acronyms

- **SEND** - Special Educational Needs and Disabilities
- **SEN** - Special Educational Needs
- **SENDCo / SENCo** - Special Educational Needs and Disabilities Coordinator
- **SLT** - Senior Leadership Team
- **EHCP / EHC Plan** - Education, Health and Care Plan
- **APDR** - Assess, Plan, Do, Review (Graduated Approach)
- **QFT** - Quality First Teaching

Provision and Planning

- **POP** - Pupil Overview of Provision
- **PEP** - Personal Education Plan (for Children Looked After)
- **EHA** - Early Help Assessment

Needs Categories

- **SEMH** - Social, Emotional and Mental Health
- **EAL** - English as an Additional Language
- **CLA** - Children Looked After

Policies, Frameworks and Statutory References

- **DfE** - Department for Education
- **IAS** - Information, Advice and Support (SEND IAS Service)
- **DDA** - Disability Discrimination Act (as amended)
- **LA** - Local Authority
- **SATs** - Statutory Assessment Tests
- **GDPR** - General Data Protection Regulation

Agencies and Services

- **SENDS** - Special Educational Needs and Disabilities Service
- **CAMHS** - Child and Adolescent Mental Health Services
- **NHS** - National Health Service