

# Newton Bluecoat CE Primary School



## Special Educational Needs & Disabilities Policy 2025-2026

**The School's Christian Vision**

**"Shine from the inside out!" - (Matthew 5:16)**

Definitions of Special Education Needs (SEN) taken from section 20 of the Children and Families Act 2014.

*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 them. A child of compulsory school age or young person has a learning difficulty or disability if they:*

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

From 1<sup>st</sup> September 2014 new legislation came into force which reforms the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The SEN Code of Practice also accompanies the legislation.

The SEND Local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families.

More information can be found on Lancashire's SEND Local offer website:

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

## **Aims**

At Newton Bluecoat CE Primary School we aim to provide every child with a broad and balanced curriculum, including the Foundation Stage, National Curriculum, RE and a wide range of Extra-curricular activities.

We value all our children equally and appreciate all they have to offer. We are committed to ensuring all children make progress during their time at our school and achieve their full potential. Children learn together in our nurturing, Christian environment.

## **Objectives**

In order to achieve our aims, ensure all children with SEN achieve their full potential and make progress we will:

- Ensure that all pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school and prepare for their future.
- Ensure good working relationships with parents, carers, health and social care services and the community.
- Ensure that school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEN and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEN are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure that all teaching and non-teaching staff are involved in planning and meeting the needs of pupils with SEN.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

We accept the definition of SEN as outlined in the Education Act 1996 and Children and Families Act 2014 where the term SEN refers to children who experience difficulty in learning in comparison with their peers. We also are aware that emotional, behavioural and physical needs can affect a child's learning. We aim to make appropriate provision to overcome all barriers to learning.

## **Roles and Responsibilities**

The Headteacher is responsible for overseeing the provision for children with SEN. The SENCo (Sarah Watson) is responsible for managing and coordinating the school's SEN provision at SEN support and pupils with Education, Health and Care (EHC) Plans. She will also identify areas for development in SEN, contribute to the

school's development plan, working along the Senior Leadership Team (SLT), and monitor progress of children with SEN.

The governing body has an identified governor to have an oversight of SEN provision and ensures the governing body is kept informed of how the school is meeting statutory requirements. Claire Singleton is the SEN nominated governor and she meets regularly with the SENCo to keep updated with developments in SEN within school.

Key responsibilities of the SENCo include:

- Overseeing the day-to-day provision in-line with the school's SEN Policy
- Coordinating provision for all SEN pupils
- Liaising with class teachers who teach pupils with SEN to provide support
- Advising on the deployment of the school's delegated budget and other resources, including support staff, to meet pupils' needs effectively
- Liaising with the parents and carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, specialist teachers, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies and the local authority
- Liaising with other education providers to ensure pupils and parents are informed about options so that transition is smooth
- Working with the Headteacher, SLT and Governors to ensure the school fulfils its responsibilities under the Equality Act 2010
- Ensuring that all records of pupils with SEN are kept up to date
- Monitoring progress of pupils with SEN

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with SEN and monitoring the progress they make in school. They will assist in the writing SEN Passports/Individual Education Plans (IEPs) and EHCs, annual review paperwork and specialised programmes, and will liaise with parents and carers. The SENCo will work closely with all staff to support pupils with SEN.

### **Admissions**

The admission arrangements for pupils with SEN are in accordance with national legislation, including the Equality Act 2010 and pupils will be admitted in-line with the school's admission policy. If we are informed that a child may have a difficulty in learning we will endeavour to collect necessary information and work closely with parents and other professionals.

Our website contains the Local Offer, which provides clear information about the provision for SEND pupils at our school.

## **Access for Disabled / Facilities**

The school has provided some access for disabled pupils and parents through the main entrance and to some parts of the school building. Please see the school's accessibility plan for more information.

## **Allocation of Resources**

The governors ensure that the needs of pupils with SEN are met by the deployment of a SENCo. The Headteacher and SENCo will use the child's EHC Plan and LEA additional funding to identify areas of need and make appropriate provision. They oversee expenditure on outside agencies and encourage the use of specialist teachers if needed. Support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss curriculum needs and to transfer information between parents, classes or Key Stages.

Governors will ensure that staff are kept up to date with developments in SEN and training will be provided as needed.

## **Identification, Assessment, Record-Keeping and Reviews**

Where a pupil is identified as having SEN, support takes the form of a four part cycle through which earlier discussions and actions are revisited and refined with a growing understanding of the pupil's needs. This is known as The Graduated Approach.

### **Quality First Teaching**

- a) Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance will be closely monitored.
- b) Once a pupil is identified as possibly having SEN they will be monitored by staff to identify possible difficulties or barriers to learning.
- c) The class teacher will take steps to provide differentiated learning opportunities that will aid pupil progression and enable the teacher to understand the provision which needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be fully involved at every stage. Any concerns will be discussed with parents informally or during parents' evenings. They will be encouraged to share information and knowledge with the school.

### **SEN Support**

Where it is determined that a pupil does have SEN parents will be informed and the child will be added to the SEN Register. This will enable the school to ensure that effective provision is put in place. The support provided consists of an ongoing cycle: Assess – Plan – Do – Review

- **Assess** – The class teacher and SENCo carries out a clear analysis of the pupil's needs. This is based upon teacher assessments, previous attainment and progress and behaviour. It is also based upon the views of the parents, pupil and, if necessary, advice from outside agencies. Where professionals are not already working with the school the SENCo should contact them if the parents agree.
- **Plan** – Where it is decided to provide SEN support, the class teacher and the SENCo agree, in consultation with the parents and the pupil, the adjustments, interventions or support to be put in place. This is provided to meet the outcomes identified for the pupil. This is recorded on the school's information system. An IEP/SEN Passport is devised by the SENCo and class teacher and this plan is then discussed with the pupil and parents.
- **Do** – The class teacher is responsible for working with the pupil on a daily basis. They will retain responsibility even where the intervention or support may involve group or one-to-one teaching away from the class. They will work closely with Teaching Assistants or specialist teachers to plan and assess the impact of the support being provided and how this can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on effective implementation of support.
- **Review** – Reviews of a child's progress will be made regularly. The impact and quality of the intervention or support is evaluated, along with the views of the pupil and parents. The class teacher, working with the SENCo will then revise the support and interventions in light of pupil progress and development. Parents are consulted termly to celebrate achievements made and become involved in planning next steps. IEPs are reviewed each term and new targets may be set mid-term if targets have been met before the end of a term. Where the pupil has an EHC plan, the local authority must review the plan every twelve months and an annual review meeting is held.

### **Requesting an Education, Health and Care Plan**

Where, despite school having taken relevant action to identify, assess and meet the SEN needs of a pupil, or the child has not made expected progress, school or the parents can consider requesting an EHC Statutory Assessment. To inform its

decision, the local authority will want to see evidence of the action taken place by school as part of SEN support.

An EHC Assessment may not always lead to an EHC Plan. The information gathered during this assessment may indicate ways in which the school can meet the pupil's needs without an EHC Plan.

The school will provide evidence from:

- Individual Education Plans (IEPs)
- Intervention Programmes
- Records of reviews and outcomes
- National Curriculum Age Expectations
- Attainment in English and Maths
- Child's medical history, where relevant
- Early Help Assessments (EHAs)
- Educational and other assessments from educational psychologists or specialist teachers
- Views of the child and the parents
- Involvement of other professional
- Involvement by social services or educational welfare services

On receiving the EHC Plan, the SENCO will devise an action plan of support, ensuring the support/ intervention is maintained, organised and reviewed. They will keep parents and governors informed of progress made and organise annual review meetings and submit documents to LCC where necessary.

### **Access to the Curriculum**

Pupils with SEN will be given access to the curriculum through specialist SEN provision provided by the school as is necessary, taking into account the needs of the individual. Every effort will be made to educate pupils alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult the child's parents.

All class teachers ensure that all children, including those with SEN, have access to a broad and balanced curriculum. They do this through careful planning and differentiation. Where appropriate children with SEN may be withdrawn from aspects of English and Maths work and will be given the opportunity to make up the time in school or with carefully planned homework activities.

Activities may be differentiated by task, outcome, support, pace, text or organisation.

We ensure that all children with SEN take part in all school activities including swimming, assemblies, concerts, visits, teams and extra-curricular activities. We

encourage pupils to support each other, building on strengths and talents so all children achieve their full potential.

### **Monitoring and Evaluating the success of the SEN Policy**

We monitor our SEN provision so that we can ensure we are meeting the needs of our children in the most effective ways using the resources available to us. Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- Teacher and TA observations of the child in the classroom
- Differentiated planning to meet all children's needs
- Evidence of children's work
- Discussions with the child about their progress
- Discussions with parents about the child's progress
- Discussions with outside agencies about the child's progress
- More age-appropriate score on testing, pupils achieving IEP targets, reading and spelling age scores
- Successful requests for additional funding when appropriate.

In addition, the SENCo will regularly monitor pupil tracking, progress towards IEP targets, resource allocation, class teaching and pupil and parent views.

### **Complaints**

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and the class teacher will meet with the parent or carer. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher. If the Head is unable to resolve the problem the parent or carer should put their concern in writing to the SEN Governor.

### **SEN Training**

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

The SENCo and the Headteacher will keep fully up to date about SEN issues and developments through attendance at specific training and cluster meetings. In addition, the SENCo will develop skills through attendance at meeting, discussions with outside specialists and reading.

Teaching and non-teaching staff will be regularly kept up to date informally by the SENCo as necessary. Teaching staff and TAs within school will be encouraged to

pursue a specific area of SEN if they wish to do so and should approach the SENCo to discuss training needs.

### **External Agencies**

Newton Bluecoat CE primary School works closely with other agencies to focus on the identification and provision for children with SEN. We work alongside:

- Educational Psychological Services
- Speech Therapists
- Physiotherapists
- School Nursing Team
- Esendi – Specialist teacher Services
- Lancashire Parent Partnership
- GPs
- NHS Paediatricians
- Attendance Officers
- LCC Specialist teachers
- CAMHS
- Pear Tree Special School
- Stepping Stones Inclusion Provision
- District 4 Inclusion Hub
- Lancashire Early Years Inclusion team

### **Parents**

Parents of children with SEN are kept fully informed of the provision that is being made for their child. Parents receive a copy of their child's IEP each term and are invited into school to review progress towards targets, celebrate success and set new targets. The school operates an open-door policy where parents can request the opportunity for an informal meeting about their child and have a right to access records relating to their own child.

We hold Parents' Evenings twice a year and a formal written report is sent home at the end of each academic year.

### **Links**

We have close links to local secondary schools. Carr Hill hold annual meetings for Year 6 parents to attend and year 5 and year 6 pupils are invited for experience days. Children with SEN may also have additional, escorted visits to secondary school during their transition programme.

We have links with Pear Tree Special School and work closely with other agencies listed above.

The SENCo regularly attends local and LCC cluster meetings to discuss best practise in SEN provision and is able to provide training for school staff as necessary.

### **Related legislation and guidance**

- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Working Together to Safeguard Children(2013)
- The Children Act 1989 (Volumes 2 & 3)
- Equality Act (2010)
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

Sarah Watson (SENDCo)

Reviewed November 2025