



Special Educational Needs Policy

Reviewed: December 2025

Approved by: The Governing Body

Date: December 2024

Last reviewed on:

December 2025

Next review due by:

December 2026

The Aims of the SEN Policy

Aims



Achieve



Enable



Nurture

Achieving Academic Excellence

Enabling Life Opportunities

Nurturing Compassion & Resilience

- High expectations of academic achievement
- Research driven teaching
- Excellent attitude to learning
- Environment for all to develop & achieve
- Close partnership with parents
- Investment in staff & governor development
- Culture of improvement
- Raise aspirations
- Emphasise positive achievements
- Develop talents & interests
- Develop a love of learning
- Encourage responsible, healthy choices
- Spiritual, moral, social & cultural growth
- Grow confidence & resilience
- Deepen compassion & empathy
- All children treated equally
- Community where we all work together
- A safe, caring & orderly environment

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Walton-le-Dale we have high expectations for all our pupils and provide our children to reach their potential academically and socially and emotionally. At Walton-le-Dale Primary school we recognise the diverse needs of all children and look at the unique child when making our assessments and support options

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best
- To ensure effective procedures are in place to promote early identification of pupils with SEN starting from their entry into Nursery

- To encourage genuine involvement of parents/ carers and pupils where possible, ensuring that there is a clear communication concerning SEN provision for their children in all stages of their child's education
- To provide a differentiated curriculum which will enable all pupils to achieve and make progress
- To ensure that all staff recognise their responsibilities for SEN ensuring that pupils' individual needs are made known to all who are likely to work with them
- To ensure maximum access to the National Curriculum and a broad and balanced curriculum
- To use a variety of assessment procedures to ensure that pupils make progress using a bespoke system for Maths and English and PIVATS for Personal social and emotional development.
- To develop effective independent learners
- To promote dignity and self-esteem for all pupils whatever their individual needs
- To provide for children's SEN within the normal classroom setting as far as is practicable and effective
- To foster effective relationships with support agencies
- To establish good links with High School links with their SENCO's for the Year 6 transitions
- To ensure compliance with the Code of Practice-September 2014
- To ensure that we have realistic expectations for all our pupils
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that that there is careful monitoring and assessment of pupils throughout their time at the school
- To develop effective and manageable procedures for recording and monitoring pupil's progress
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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

There are four main areas of SEN. These four broad areas give an overview of the range of needs that should be planned for:

- 1. Communication and interaction**- This covers difficulty with different aspects of speech, language or social communication.
- 2. Cognitive and learning difficulties**- This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- 3. Social, mental and emotional health**- This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.
- 4. Sensory and or physical difficulties**: This is where some children may experience difficulties relating to a hearing or visual impairment or multi-sensory impairment. Some children may have a physical disability and require support and equipment to access the same opportunities as their peers.

Roles and responsibilities

4.1 The SENCO

The SENCO is Amanda Tunstall

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Teaching Assistants

Are responsible for the following:

- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
- Collecting evidence of progress through observations both formal and informal .
- Alerting the class teacher to concerns which have been observed through close working with the pupils
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils
- Providing effective feedback to the teacher on interventions
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
- Contributing to progress reviews or annual reviews
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs monitored by Class Teachers and the SENCO.

Identifying SEN needs

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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

Managing pupils on the SEN register

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed termly and next steps are put in place from there. A class teacher may use a range of ways to record next steps, these being:

- School support plans
- Individual Behaviour Management Plans
- Provision Maps

Children and families are involved in the planning for the progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

The SEN Record is kept by the SENCO in consultation with class teachers.

Criteria for exiting the SEN register

A child will be removed from the SEN register when they are accessing differentiation within the class; that is if they do not need anything above and beyond what is offered to the class as a whole.

Admissions arrangements

Admission arrangements for the school are described in the schools 'Admissions Policy'. Our admission arrangements are in full agreement with the Local Authority's policies on admissions and a link is available via our school website.

The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within the existing provision. Pupils with an Education Health Care Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act.

Supporting pupils and families

Families can be directed to our SEN information report on our school website.

Our local authority's local offer is published here:

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

Here you can find more information about support available in Lancashire to support you and your child.

We use Early Help Assessment and Family Help Plans to set targets with children and families and request additional support from outside agencies.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Walton-le-Dale we have good links with our feeder nurseries and visit during the summer term to support information sharing and transferring of targeted learning plans. We also have strong links with the high schools and invite them to annual reviews prior to the children starting school. For children receiving SEN support we transfer information in a meeting held during the summer term. Children with additional needs leaving or entering our school will be offered additional visits to their new environment with a transition plan supported by a TA.

Arrangements for supporting exams and national tests: SATS and Year 1 phonics screening

- Children with SEN will have the opportunity to access the exams/ National tests with supportive test conditions including where appropriate:
 - A reader
 - A quieter environment
 - A supportive adult to encourage attention
 - Additional time (writing speed)
 - Rest breaks
 - Scribe

Exam arrangements will be granted if this is the usual way of working and they have history of need.

Where it is necessary to 'disapply' or collate evidence to demonstrate a need for particular arrangements to be made to allow a child with SEN to partake in the test, for example enlarging the paper, this will be overseen by the SLT and SENCO.

A discussion between the year 6 teachers and the SENCO will be made in February and all relevant arrangements will be made.

A Graduated response to SEN support

Our school follows the SEN Code of Practice's approach to meeting the needs of all learners, including those that have, or may have SEN.

A graduated approach is central to all we do as a school as we continually assess, plan, implement and review our approaches to teaching all children. If, however, a potential Special Educational Need is identified, we respond in an increasingly personalised way; as we work with the child and their family to assess their needs, we understand more about the gaps in their learning, and barriers they are experiencing. Our approach right across school can be summarised below:

High quality teaching, sometimes called 'quality first' teaching, differentiated for individual pupils, is the first step we take in responding to the needs of pupils who have, or may have SEN. 'Class Teachers are responsible and accountable for the progress and development of pupils within their class; this includes where pupils access support from teaching assistants or specialist staff' (SEND Code of Practice 2014.) The class teacher is responsible for adapting their teaching to respond to the strengths and needs of all pupils in their class.

At Walton-le-Dale Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN.

If we feel a child needs special educational provision, the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

The 'graduated approach' is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's SSP (SSP). This process will happen termly.

Assess: The teacher identifies if there are pupils with learning needs in their class; this involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working significantly below the level of their peers. Advice from other professionals is incorporated into the child's SSP.

Plan: Planning will involve consultation between the teacher, SENCO and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's School Support Plan (SSP) with a clear date for review. Parental involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away

from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the SSP in preparation for the termly progress review.

Review: Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. To track a child's long term progress and level of intervention he/she will be included on the SEN record by the SENCO.

The majority of children with SEN will have their needs met within the school – effectively at 'school level'. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within school. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs and will be removed from the SEN record.

However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Walton-le-Dale Primary School. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

Referral for an Education, Health and Care Plan

If a child has significant long term difficulties, they may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possibly outside professionals. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget. If a pupil fails to make adequate progress despite any additional support, intervention and differentiation of the curriculum at the SEN support level then outside advice will be sought on how best to meet the child's needs by an Educational Psychologist and specialist teacher.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Lesson observations and learning walks
- Observation of interventions
- Scrutiny School Support Plans (SSP)
- Data analysis of targeted intervention and progress of pupils with SEN
- Seeking of parent and pupil views

- Monitoring by the SENCO
- Reviewing the impact of interventions after 4-8 weeks
- Reviewing pupils' individual progress towards their goals each term
- Holding annual reviews for pupils with EHC plans

Training

Training needs of staff and the school are identified through the School Improvement Plan, the appraisal cycle and individual pupil needs. Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put into place in response to these discussions. The SENCO regularly attends training to keep up to date with local and national updates in SEND and provides feedback to staff.

Storing and managing information

Documents are stored securely in school. Hard copies of all documents are kept in locked cabinets. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Reviewing the policy

The school's SEND Policy will be reviewed annually

Accessibility

Refer to the school's Accessibility Policy which can be found via our school website www.wldps.com

Complaints procedure

Complaints about SEN provision in our school should be made to the SENCo and Headteacher **in** the first instance. They will then be referred to the school's complaints policy if the issue has not been resolved.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Bullying

Vulnerable children and their families in school have access to support in line with the schools bullying policy. School liaises with a range of specialist services in order to provide full support for a range of additional needs

Acronyms

- SEN (Special Educational Needs)
- SEND (Special Educational Needs and Disabilities)
- SENCO (Special Educational Needs Co-ordinator)
- SSP (School Support Plan)
- EHCP (Education Health Care Plan)
- PIVATS- an assessment programme used nationally to measure pupils progress
- LA (Local Authority)
- SATS's (Standard Attainment Tests) - a test taken by school students as part of the national curriculum.
- SLT (School Leadership Team)
- EAL (English as an Additional Language)
- ELSA (Emotional Literacy Support Assistant)
- CANW (Child Action North West)

Monitoring arrangements

Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)

Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

Right to Choose – School Contributions to Assessment Requests

When a parent or carer requests a Right to Choose (RTC) assessment for Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD), the school may be asked to provide supporting information, such as teacher questionnaires, reports, or observational evidence. Due to teaching commitments and the need to provide accurate, evidence-based information, teachers are unable to complete RTC paperwork immediately.

The school operates the following procedure:

- All RTC requests are logged on receipt and managed by the SENCo.
- All RTC requests are logged on the internal CPOM System.
- Teacher questionnaires and reports are completed within 4 weeks of the request being received.
- Requests are processed in date order.
- Information is gathered from relevant staff to ensure reports are thorough, consistent, and reflective of the pupil's needs across the school day.
- During peak periods (e.g. assessment weeks, reporting cycles, or staff absence), completion may take up to half a term.

The school is not able to prioritise individual requests unless there is a safeguarding concern or exceptional circumstance, as determined by the SENCo and senior leadership team.

Parents and carers should be aware that:

- Right to Choose assessments are managed by external providers, and the school has no control over provider timescales.
- A diagnosis is not required for the school to put appropriate support in place.
- The school will continue to provide needs-led support while any assessment process is ongoing.

The school is committed to working collaboratively with families and external professionals, and appreciates an understanding regarding the time required to complete high-quality professional evidence.