



Singleton Church of England Primary School SEN Policy



“Passion for learningPassion for life”

Vision

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

School lead for this policy:	Leonie Millward
Committee with oversight for this policy -	Standards and Effectiveness Committee
Policy to be approved by the Governance Committee	Summer 25
Policy / Document due for review	Summer 2026
Ratified at the Standards and Effectiveness Meeting	
Chair:	Alec Davies

Our Christian Vision and Values for SEND

At Singleton School, we strive to provide a well-rounded education for our children within a stimulating, fun learning environment. We believe that all children who become pupils at our school deserve the best 'Christian Education', and as such, we have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement. We believe that every child should be given opportunities to thrive socially, emotionally, academically and physically. We encourage everyone to strive for excellence and to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other to learn to value difference, greatness, ambition and achievement of all kinds. To belong to the Singleton School Family is an honour. Each of us aspires to reach a potential, which is not limited, but supported through our ambitious curriculum, our Christian Values and which will truly enable us to embrace living our lives without limits. Our Vision and Values are threaded through our curriculum.

As a school community, we are working together to:

- promote and secure limitless potential, through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, confident and enthusiastic learner.
- Provide active, co-operative and independent learning through dynamic and high-quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity at all times, so that each child is given support and enrichment
- Create an inclusive learning community, which challenges every learner and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community.
- Provide the highest quality 'Christ' centered education for our pupils

Aims

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

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: -

- Ensure every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- Plan and provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- Build upon the strengths and achievements of the child.
- Embed a 'Quality First Teach' style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Through carefully planned, differentiated learning, using strategies to support SEN pupils' learning in class.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to the National Curriculum and all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it 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 Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN 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.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice January 2015 (updated April 2020) 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 coordinators (SENCOs) and the SEN information report

The policy has been created as a result of staff discussion and has full agreement of all teaching staff. The implementation of this policy is the responsibility of all teaching staff. This policy has been shared on the school website.

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 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.

Roles and responsibilities

The SENCO

The SENCO is Leonie Millward who is the Assistant Headteacher and teacher of Class 2, year 3 and 4.

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They will:

- Work with the head teacher 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
- Establish good home school communication
- 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 (QFT)
- 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
- Monitor and review individual needs regularly
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor (Alec Davies) 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

The head teacher (Amanda Clayton) will:

- Fulfil its statutory requirements to secure the necessary provision for any pupil identified as having special Educational Needs in accordance with the Code of Practice 2015
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy, information report, contribution to the local offer and provision within the school
- Ensure that all teachers are aware of the importance of providing for these children
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Embed an adaptive, 'Quality First teach' approach to teaching, that focuses on high quality and inclusive teaching for every child in a classroom. Use a variety of learning strategies in order to be effective, like differentiated learning and include use of SEND resources.
- 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

Identifying pupils with SEN and assessment

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. 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 not just the special educational needs of the child or young person. Children will have needs and requirements which may fall into at least one or four areas. Many will have inter-related needs. The areas of need are;

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

We will also assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Early action is likely to ensure the child can fulfil their potential. Any of the following may trigger a concern:

- Parents/carers
- Child
- Class teachers
- Teaching assistants
- Records transferred from other schools
- Support services

Throughout school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessments. Children with SEND may be identified at any stage of this process during their school life. In addition to school assessments we occasionally request additional diagnostic assessment from outside agencies.

- PIVATS, LAPS and KLIPS assessments can be used to show how far below the national expectations the child is working
- Their performance monitored by the teacher as part of ongoing observations and assessments
- Standardised screening or assessment tools
- Assessment from outside agencies

This is not an exhaustive list as identification and assessments are linked to the needs and requirements of the individual pupil. Both parent and child are involved in the identification and assessment process.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. This may include progress in areas other than attainment, for example, social needs.

The following issues are **not SEND** but may impact on progress and attainment

- Attendance and punctuality

- Health & welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We aim to Assess-Plan-Do and Review in accordance with SEND Code of Practice, 2015.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Work to remove barrier to learning

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process outlined as: Assess-Plan-Do-Review. Notes of these early discussions will be added to the pupil's record and given to their parents.

A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEN. 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We regularly review the quality of teaching for all our pupils, including those at risk of underachievement. We seek to offer staff training to help support vulnerable pupils and improve their knowledge of SEND.

Teachers will then consult the SLT and SENCO to consider what else might be done — the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organization, teaching materials, teaching style and differentiation.

We use the Quality First Teach approach within school which supports the staff with the identification of learning characteristics and offers practical solutions to supporting with identified needs. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. Teachers' ongoing assessment will also provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. The SLT hold termly pupil progress meetings with all teachers to monitor the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put into the cohort provision map.

This would constitute an Individual Education Plan (IEP) and the child would be registered as receiving SEND Support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. These children will have an IEP with specific targets to meet their needs. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their 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 to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly.

The teacher holds the overall responsibility for evidencing progress according to the outcomes described in the IEP.

Referral for an Education, Health and Care Plan

The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Adaptations to the curriculum and learning environment & Accessibility

We strive to develop an inclusive learning environment and make the following adaptations to ensure all pupils' needs are met:

- Through a first quality teach approach.
 - Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - Adapting our resources and staffing where possible and necessary
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- *Please note we do not have specific specialised equipment such as ancillary aids.

To ensure access for pupils or parents with disabilities the school has two main ramps for wheelchair access. The corridors and classrooms are accessible to wheel chair users although it should be noted that the classrooms pose restrictions in some areas as they are small and also due to the age of the building there are some quirky spaces.

There is also a disabled toilet facility in school, which is centrally located and has a sink and an alarm switch. The building is very limited in capacity as the school is very small and in places very old. Other than a Disabled toilet we have no other specialist areas – so for example we do **not** have changing facilities, break out spaces, a medical room or a sensory area etc.

Pupils with SEND will be given full access to the curriculum through provision provided by the school as necessary, taking into account the wishes of their parents and the needs of the individual. The headteacher ensures all pupils have access to exams and other assessments, including application for additional time, to dis-apply pupils from exams or to have support in the form of a 'writer' or a 'reader'.

Supporting children with medical conditions

- 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 a special educational need (SEN) and may have an EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2015 is followed.
- Some children may have a medical care plan which is completed with the school nurse/ other agencies where necessary and updated regularly

Training and Resources

Our SENCO has 4 years' experience in this role and has completed the National SENCO award. They are allocated 2 hours a week to manage SEN provision. As a school we also operate an 'open door' policy, where any concerns can be discussed and dealt with by the SENCO or member of staff.

- SEND provisions are funded through Block Funding, Pupil premium and High needs funding.
- Training needs of staff and the school are identified through the School Improvement Plan, Appraisal Reviews and Individual Pupils needs
- We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND and share information through staff meetings
- The SENCO will access CPD as necessary and attend Cluster Meetings, courses run by the Local Authority
- New teachers will have an induction period which includes a meeting with the SENCO and Learning Mentor to explain systems and structures in place around the school's SEND provision and practice and to discuss needs of individual pupils.

*We do not have any specialist Teaching assistants

Evaluating the effectiveness of SEN provision

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

- Regularly reviewing pupils' individual progress against targets set
- Provide additional intervention if progress is not adequate
- Reviewing the impact of interventions received
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Having positive effective partnerships with parents

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) to Tower wood. All pupils are encouraged to take part in sports day/school production/panto/nativities/carol concerts/ Singleton's got talent/MAD Week and further workshops throughout the year. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council/JLT

- Pupils with SEN are also encouraged to be part of our Christian Leaders and Pastoral club in Year 5 and 6, to promote teamwork/building friendships

We have a zero-tolerance approach to bullying and our current policy can be found on our school website;
<http://www.singleton.lancs.sch.uk/information/current-policies/>

Transition-Supporting pupils moving between phases and preparing for adulthood

Transition arrangements are put in place in the pupil progress meeting in the summer term. This is where appropriate visits are planned to visit the next class and new teacher. Discussions and transfer meetings take place in the final term with the SENCO, class teacher and where necessary Learning Mentor. This transfer meeting is where the needs of the pupil are discussed and assessment records and information are passed on.

Meetings with high school would also take place in the summer term. Records of children with SEND are sent to the school along with other transfer documents, these might include CPOM chronology. Staff from the transfer school are invited to attend these meetings and the final review of any child with a EHC plan. All year 6 children visit their new school at least once but children with SEND and additional needs are able to visit on more than one occasion to become familiar with new staff and surroundings.

Working with other agencies

The school uses other agencies to support pupils and families and the work of SEN in school. These include:

- Specialist teachers
- Educational Psychologists
- Health Care Professionals, e.g the school nurse
- Social Care Professionals
- Speech and Language professionals
- CAMHS
- Parent partnership- for support and advice to all parents/carers of children with SEND

Supporting Pupils and Families

In addition to the policy,

- Our school website provides further information and support for all parents on how they can support their child in their learning journey. The Learning Mentor link on the school website also provides leaflets and support within a range of information they might find useful.
- The school provides opportunities for parents to attend workshops such as; phonics, maths calculations and early reading workshops
- School operates an Open Door policy for all parents and meetings with the school SENCO can be made by appointment
- The school website has a link to our local authority' school offer, published here:
<http://www.singleton.lancs.sch.uk/wp-content/uploads/2021/12/LO-Singleton-CE-Primary-04033-2021.pdf>
 and the LA Local Offer
- Support for parents with SEND have access to the SEND weekly newsletter also on the school website.

Complaints about SEN provision

Complaints about SEN provision in our school should be made, in the first instance with a discussion with the class teacher and then SENCO. If the concern should continue after a discussion with the class teacher and SENCO then it should be brought to the attention of the head teacher.

They will then be referred to the school's complaints policy.

Storing and Managing Information

The SEND documents are kept in a locked filing cabinet outside the Headteacher's office. They are also kept electronically on the school 'SEN drive' which is protected. This is in line with the school Confidentiality Policy.

Parent Partnership Services

- Parent partnership services is a service for parents to help them understand more about formal procedure. Parent Partnership Service Website: www.lancashire.gov.uk/PPS

Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board. This policy was reviewed and revised April 2025.