



“At Salterforth Primary School we grow together, celebrating diversity, Inclusivity and personal achievement, working in partnership with our pupils and community to create a happy and healthy environment.”

Inclusion of SEND policy

Policy owner:	Mrs V Havers-Strong
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Chair of Governors Signature:	<i>L.Dowbiggin</i>
Chair of committee signature:	<i>L.Dowbiggin</i>
Headteacher signature:	<i>V.Havers-Strong</i>
Date of signatures:	4/11/25

Special Educational Needs and Disabilities (SEND)

At Salterforth Primary School we grow together, celebrating diversity, inclusivity and personal achievement, working in partnership with our pupils and community to create a happy and healthy environment.

INTRODUCTION

- The school's SENDCo is Mrs V Havers-Strong
- Email: head@salterforth.lancs.sch.uk Telephone: 01282 812223

This policy explains how Salterforth Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements.
(SEND Code of Practice 2014 (updated May 1st 2015) and Equality Act 2010).

Definition of Special Educational Needs and Disabilities

A child or young person has SEND 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 child or young person 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.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCO).

The school's Local Offer 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 Local Offer is available from the school office and the school's website:

www.salterforthprimary.co.uk/key-info/send

Aim

At Salterforth Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing each child with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We aim to raise the aspirations and expectations of all pupils including those who have SEN and disabilities.

Objectives

In order to achieve these aims, we:

- Have regard of the 2014 Code of Practice on the identification and assessment of special educational needs.
- Follow the guidelines provided by Lancashire Education Authority.
- Work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- Use a range of adaptation strategies to provide effective learning opportunities for all pupils.
- Identify where a pupil is not making adequate progress and provision that is additional to, or different from, that provided as part of the school's usual differentiated curriculum will be given.
- Recognise the importance of early identification and, if the pupil's response is limited to the provision made by the school, then consideration needs to be made to seek additional help for the pupil as early as possible.
- Will draw up Individual Education Plans tailored to each individual pupil's needs for those identified as having Special Educational Needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- Enhance self-esteem by setting appropriate targets and outcomes and ensuring these are celebrated.
- Use a variety of complementary approaches to support the class teacher and child – adaptation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- Include the pupil within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LEA.

Identifying Special Educational Needs

The identification of SEN at our school is part of our overall approach to monitoring and assessing the progress and development of all pupils.

As a school we take a holistic view of our pupils. We can then identify the appropriate action to take in order to meet specific needs. Early identification is essential because the sooner we act the more responsive the pupil is likely to be to the intervention.

The identification process is achieved through continual use of classroom observations, questioning and assessments of all pupils. Progress is tracked formally on a termly basis and where appropriate, more frequently. Due to the small intimate nature of our school, all staff understand the backgrounds of our pupils. This aids identification of their immediate and long-term needs.

The SENDCO liaises closely with class teachers and analyse data and individually track pupils who are experiencing difficulties.

Class teachers can liaise with the SENDCO for advice and strategies. If further action is deemed necessary the class teacher will complete a 'cause for concern' form and parents are notified immediately. All criteria for defining Special Educational Needs are in accordance with the Lancashire Education Authority Policy.

All pupils have access to appropriate quality first teaching and the implementation of interventions. However, possible triggers for the identification of Special Educational Needs could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the pupils' identified area of need.
- Learning continues at levels that are significantly below those expected for a child of a similar age.
- Communication or interaction difficulties that 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 our school.
- Sensory or physical problems that create barriers to progress despite the provision of personal aids or specialist equipment.

If following several weeks of additional support, the pupil continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies. To support pupils who have specific needs, the school regularly liaises with other professionals such as paediatricians, school nurses, Physiotherapy, speech and language therapy and occupational therapy. The school can arrange for external specialists to observe and offer supportive strategies for pupils: these include Educational psychology and specialist teachers. The school can request assessments to identify specific needs such as dyslexia and dyscalculia and additional support from agencies such as the IDSS, The inclusion hub and support agencies such as Child Family and Wellbeing Services.

Factors that 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 in order that they can 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 Pupil
- Being a Pupil of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a pupil has SEN. Any concerns over a pupil's behaviour will be investigated on the evidence 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 identify the reasons for the behaviour and take suitable steps to address the root cause.

A Graduated Approach to SEN Support

Quality first teaching for all pupils is the role and responsibility of all teachers within our school. This includes adjusting routines and timetables, planning and implementing appropriate interventions and personalising teaching strategies where needed.

Teachers are responsible and accountable for the progress and development of all pupils within their class, including those who have support from Teaching Assistants or have access to specialists.

It is the Class Teacher's responsibility to ensure that all pupils have access to high quality teaching that is differentiated for individual needs. This is the first step in ensuring that teachers are aware and responsive to pupils who have or may have SEN. However, some children need additional help to make progress in their learning. Additional intervention and support will not compensate for a lack of good quality teaching.

Pupils are only identified as having SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention and require provision which is different from and additional to that provided to their peers.

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 pupils who have special educational needs, teachers give due regard to information and targets contained in the pupil's Individual Education Plans (IEPs) and/or their Individual behaviour Plan (IBP). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and a joint decision will be made to add the pupil to the schools SEN record. The aim of

formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and to remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

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

This involves clearly analysing the pupil's needs using teacher assessment and knowledge from working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and information from parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and recorded.

This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are clearly identified and are being addressed and that the interventions in place are developing and evolving as required. Where external specialists are already involved, their advice will help inform the assessment of need. If not involved the agencies may be contacted if and when appropriate, following discussion and agreement from parents.

Plan

Planning involves consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and the support that is required. This includes the impact on progress, development and/or behaviour that is expected and a date to be set 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 to be employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day to day basis. They will also retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class. The teacher will work closely with support staff and external agencies to plan and assess the impact of support and interventions alongside

classroom teaching. The SENDCO will provide support with, further assessment of the pupils' strengths and weaknesses and will advise on implementation of effective support.

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 consider the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development. They will also make any necessary amendments in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to feel involved in planning the next steps.

Referral for an Education, Health and Care Plan (EHC Plan)

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 when the complexity of need, or a lack of clarity around the needs of the pupil, require a multi-agency approach to assessing the full needs, and advice in planning provision and identifying resources.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, actions that have been taken, and the outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

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

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved in developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the plan if it differs from their preferred choice.
3. 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 the levels of support.

School's Implementation of the Four-Part Process

	What	Who	How
Assess	Initial Concern	Parents/ School	Recorded discussions with Parents Observations Pupil Progress Meetings Class action on SEND record
	Targeted support in class and adaptations	Class Teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids (Task Ladder, success criteria) Coloured Overlays Teaching strategies Pre-teaching Over learning Focus Group with CT/TA
	Targeted interventions (time limited) Child tracked on the class provision map and whole school map	Class Teacher Teaching Assistants	1-1 or small group intervention Extra Provision is Recorded – this is known as 'Provision Mapping'
	Further information gathered	Parents Pupil SENDCO Class Teacher Teaching Assistants	Professional Dialogue Recorded discussions with Parents Cause for concern completed
	Observation and or additional assessments	SENDCO Class Teacher Teaching Assistants	Examples may include: Talk boost, initial checklists, Boxall Profiles and INS assessments.

	What	Who	How
Plan	Class teacher SENDCO where needed	Meeting with parents Telephone call	Parents informed of intervention to make additional provision
	SENDCO Bursar: SIMS update	Parents informed Updated record in Teacher files SIMS update	Pupil added to SEND record
	Class teacher in with discussion from parents and Teaching Assistant. Support from SENCO where needed	Class teacher to inform and liaise with parents, pupil and relevant Teaching Assistant(s) Teacher to update class provision map and inform SENDCO.	IEP/IBP target and monitoring sheet completed Child tracked on the class provision map and whole school map
Do	1:1 teaching/guidance towards IEP/IBP	Delivered by TA, supervised by Class Teacher	Little and often, as specified on the IEP
	Progress towards IEP targets monitored	TA, supervised by Class Teacher. Pupils are involved in this process SENDCO to oversee	Weekly (Through the Weekly Monitoring Sheet). Class teachers to organise and check weekly.
	Discussion and evaluation of IPP/IBP	Class Teacher to evaluate after discussion with TA	As and when necessary (when targets met or adjusted)
	Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class	Class Teachers (Need identified by CT, SENDCO and/or Senior Leadership)	When appropriate
Review	Formal review of IEP 3 times per year	Class teacher after liaising with appropriate TA Parents at meeting and SENDCO if needed	Evaluations and new IEPs/IBP's sent home to parents.
	SEN Support Plan updated annually	Class teacher / Parents / SENDCO / Pupil	Significant changes mid-year will also result in an update.

	What	Who	How
	Annual review	Class teacher / Parents / SENDCO / Pupil / TA / external professionals / SENDO	Advice sort from all involved with the pupil.
Outcomes	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEND record	Professional dialogue between teachers and SENDCO and/or consideration at Pupil Progress Meetings before decision to remove from SEND record is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New IPP written Continue with cycle to next review	Evaluation and new IEP shared with parents
	Progress remains slow / inadequate despite the use of evidence based approached and well-matched interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Provision and Provision Mapping

The provision which the school makes is fully detailed in the school's Local Offer which is available from the school office or on the website:

www.salterforth.lancs.sch.uk → **Key Information** → **SEND**

Provision for any pupil with an existing Statement of Special Educational Needs will be in accordance with their Statement. The Local Authority is in the process of converting

Statements to Education, Health and Care Plans (EHC Plans). Parents of pupils with Statements can find more information about this at: www.lancashire.gov.uk/SEND

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team / 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 / 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 endeavour to ensure all pupils' needs are fully met.

Supporting Pupils and Families

The Local Authority's Local Offer may be found at www.lancashire.gov.uk/SEND. This links back to the school's 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 who have SEN are 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.

The school's statutory SEN Information Report is also available on our school website. www.salterforth.lancs.sch.uk → **Key Information** → **SEND**

Pupils who have Special Educational Needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use transition 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 endeavour to collect all relevant information and plan an appropriate curriculum.

Supporting Pupils At School With Medical Conditions

The school recognises that pupils at school who have 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 relevant Health Service and their

Salterforth Primary School: Inclusion of SEND Policy: September 2025: V Havers-Strong

parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and that all health and safety arrangements have been addressed.

If appropriate, a Medical Information Record with the pupil's photograph, stating emergency procedures and contact details will be included in specific areas of the school and further details will be held in the pupil's file.

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 Medicines in School Policy for supporting pupils with medical conditions can be obtained from the school office and school website.

Children Looked After (CLA) by the Local Authority

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with Children's Social Care.

Monitoring And Evaluation of SEND

The SENDCO reports annually on the efficient and effective use of resources for pupils identified as having SEND following an audit.

The monitoring and evaluation of progress of pupils with SEND, is detailed in the Graduated Approach section of this policy.

For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENDCO collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (observation, learning walks, professional dialogue, discussions with pupils and parents etc.) to inform the evaluation of the effectiveness of the provision.

The SENDCO meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.

As part of the School Development Plan, the SENDCO produces an annual action plan and updates progress against this on a termly basis.

Training and Resources

The overall level of funding for SEN is delegated to the school by the LA and is identified in the school budget statement.

The responsibility for determining the amount of funding to resources SEN from the school budget lies with the school Governors who will seek advice from the Head teacher and SENDCO and is based on current needs and evaluation of provision.

The allocated funding for SEND is 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.

In order 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 to meet the needs of SEND within the school.

The SENDCO is aware of relevant courses within the local area relating to SEND. All staff will have access to this information and the SENDCO will advise as necessary. Whole school training on SEND is arranged, as appropriate. This may be delivered by the SENDCO or by specialist services working with particular pupils, e.g., Speech and Language or the IDSS. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

All teachers and support staff undertake induction on appointment 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 in order to keep abreast 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 pupils who have SEND.

The Governors and Head Teacher are responsible for the school's policy and approach to meeting pupils' who have Special Educational Needs and Disabilities.

The Head Teacher is the school's "responsible person" and manages the school's Special Educational Needs work. The Head Teacher/SENDCo will keep the Governing Body informed of the Special Educational Needs provision made by the school.

The SENDCO is responsible for keeping an up to date record of pupils who have SEND. They also support teachers in writing Individual Education Plans / Individual behaviour plan (IEPs/IBPs), pupil passports 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.

Support staff are a valuable part of the support for pupils who have SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP, and focused in-class support whilst encouraging independence.

Storing and Managing Information

Documents relating to children who have SEND are stored in a locked office in school and electric information is password protected with limited personal access.

Some documents, such as IEPs, are held on the school's one drive which can only be accessed by specific staff

Records relating to children who have left are passed to the new school as soon as practical – where practicable, we will do this within 2 weeks of the child leaving.

Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor, the Chair of Governors and the Head Teacher. Review of the policy will consider:

- The progress made by pupils with SEND at the school.
- The success of the school including pupils who have SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Accessibility

The school's accessibility plan is available from the school office. Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Local Offer.

School operates an Open Door policy so parents can contact class teachers easily each day via face to face conversation, telephone or through our Class dojo messenger service.

Appointments with the Head Teacher / SENDCO can be made via the school office.

Dealing with Complaints

If a parent of a pupil who has SEND is concerned about the provision that the school is providing for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCO.

Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity.

Bullying

The school's Anti-Bullying Policy is available from the website or the school office.

Further details about how the school keeps pupils who have SEND safe can be found in the Local Offer.

www.salterforth.lancs.sch.uk → **Key Information** → **SEND** → **LO**

This policy was reviewed and approved by the Governing Body in Autumn term 2025

Signed: *Linda Dowbiggin* Chair of Governors

Signed: *V Havers-Strong* Headteacher

Reviewed: Autumn term 2025 Next Review: Autumn term 2026