

Our Lady of Lourdes Catholic Primary School & Little Acoms Nursery



School Policy Statement for **SPECIAL EDUCATIONAL NEEDS & DISABILITY** (2026/27)

At the time of publishing the following roles were held:	
Head teacher	Mrs Elizabeth KENDALL
Special Educational Needs Coordinator (SENDCo)	Mrs Elizabeth KENDALL
Governor with Safeguarding responsibility	Mrs Jose BATES Mrs Colette SENAR

Approved by			
Name:	Mr Edward HART		
Position:	Chair of Governors		
Signed:	Edward Hart		
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Introduction:

We at Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery are committed to providing education for all children through a variety of access strategies including quality first teaching, adaptive teaching, resources and facilities.

All children's needs are considered, by ensuring that they have access to a broad, balanced and relevant curriculum. The school will, within the context of services available, seek the relevant support and advice from the LA, in order to facilitate inclusion.

'For you are precious in my eyes' is at the heart of this policy.

Compliance:

Our Lady of Lourdes Catholic Primary School is an inclusive school.

We take safeguarding very seriously and all our policies are developed with a high priority given to children's safety and in the light of our safeguarding policy.

All our school policies are interlinked and should be read and informed by other policies.

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:

- Children & Families Act 2014
- Special Educational Needs & Disability Code of Practice: 0-25 years (2015)
- Special Educational Needs and Disability regulations 2014
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education 2026
- Working together to Safeguard Children
- The Teacher's Standards
- The School Accessibility Plan
- The School Safeguarding & Child Protection Policy
- Special Educational Needs Information Report which is reviewed annually and published on the school website in accordance with the SEND regulations (2014).

Definition of SEND

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 them.

A child has a learning difficulty or disability if they:

- Have 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 educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with age-related expectations does not mean there is no SEND. Our school carefully considers all factors including attendance, English as an additional language, disadvantage, medical needs and pastoral circumstances before identifying SEND.

At Our Lady of Lourdes Catholic Primary School we believe that every teacher is a teacher of SEND.

We are committed to removing barriers to learning and participation so that all children can ACHIEVE, BELONG and THRIVE within our school community.

SEND provision is viewed as a whole-school responsibility and not solely the responsibility of the SENCo.

Our School Objectives:

1. To create an ethos and educational environment that is person centred and has the views and needs of the children at its heart along with their families
2. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
3. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
4. To promote the personal, social, moral and cultural development of all pupils.
5. Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
6. Ensure good working relationships with parents, carers and the community
7. To continue to raise staff awareness of inclusion through ongoing staff development
8. To celebrate the progress and achievements that all members of the community make
9. To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
10. Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.
11. To seek to continuously monitor and evaluate the success of policy and practice

Identification of Pupils Needs

Early Identification

Assessment is a first step to identifying, understanding and providing for a child's needs and monitoring a child's progress. Class teachers play a key role in monitoring their children's progress. Teacher assessment is used to identify pupils with SEN as well as other more formal performance indicators such as Baseline, SATs, PIVATS and tests carried out by Specialist teachers.

Early identification can show that 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*

Code of Practice 6.17

If a teacher, parent and/or other member of staff are concerned about a child's development in any area they should approach the class teacher for advice in the first instance. The class teacher will approach the SENCo for advice and input as necessary.

On Entry

Before the children start Nursery, the Reception Class Teacher and Teaching Assistant have thorough discussions with parents about the needs of their child. Any Special Educational Need can be identified early on and appropriate support given. If a child joins our school from another setting, then they would carry out a nursery visit. If a child has been identified with SEND in the setting and is receiving support, as much information is gathered before starting school eg. past INDIVIDUAL LEARNING PLANSs, assessments, incident forms, etc. The Early Years Specialist teacher service would be contacted for information and support.

Teacher Referral

If a teacher has a concern about a child, they will approach the SENCo detailing their specific concerns after completing the appropriate form with as much detail as possible.

Some of the areas of need that teachers/parents may be concerned about are:

- *Communication & Interaction*
- *Cognition & Learning*
- *Social, Emotional and Mental Health difficulties*
- *Sensory & Physical*

Code of Practice 6.28 - 6.35

The SENCo will look at relevant past assessments and will carry out new assessments if this is required. If the child requires extra 1:1 work outside of the quality first teaching within the classroom, their name will be added to the Special Needs Register and an Individual Learning Plan will be created. The child's parents/carers will be informed and the Individual Learning Plan discussed and sent home. The targets will also be shared with the child.

Class teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils access support from teaching assistants or specialist staff. For those children that need support high quality teaching is scaffolded for individual children, and this is the first step in making sure that they can access the curriculum.

School rigorously monitors the progress of all the children looking at performance as individuals and as cohorts against local and national data.

Around 24% of our children are either at SEND Support or have an EHC Plan (Education, Health and Care Plan). This is above the national and local average and means that all teachers expect to have children with SEND in their classes.

Ordinarily Available Provision

Our ordinarily available provision reflects the expectations set out within the Lancashire SEND Partnership Inclusion Toolkit and includes adaptive teaching, reasonable adjustments, scaffolding, targeted support and inclusive classroom practice that enables children to access learning alongside their peers.

Quality First Teaching

High quality, adaptive teaching is the first step in responding to children who may have SEND. Teachers are responsible and accountable for the progress and development of all children in their class, including those accessing additional support. Adaptive teaching, scaffolding, explicit instruction, reasonable adjustments and inclusive classroom practice remain the foundations of SEND provision.

A Graduated Response to SEND

Our school follows the guidance set out within the Lancashire SEND Partnership Inclusion Toolkit and the SEND Code of Practice, using a graduated approach to identify and meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

Level 1: Universal Provision

Universal Provision is available to **all pupils** and forms the foundation of inclusive practice within our school. This includes high-quality teaching, adaptive teaching strategies, reasonable adjustments, and access to a broad and balanced curriculum designed to meet the needs of all learners.

Level 2: SEN Support

Where a pupil is identified as having SEND and their needs cannot be fully met through Universal Provision alone, they may receive SEN Support. This consists of provision that is **additional to or different from** that ordinarily available to their peers. Support is planned, implemented and reviewed through the graduated approach of **Assess, Plan, Do, Review**, with outcomes agreed in partnership with parents/carers and, where appropriate, the pupil.

Level 3: Education, Health and Care Plan (EHCP)

A small number of pupils may require an Education, Health and Care Plan (EHCP) where their needs are significant, complex and long-term, and where evidence demonstrates that they require provision beyond that which can reasonably be provided through SEN Support. Universal Provision and SEN Support remain in place alongside the EHCP. Requests for an Education, Health and Care Needs Assessment may be made where the graduated approach indicates that additional specialist provision is required to enable the pupil to make progress and achieve agreed outcomes.

This graduated approach ensures that pupils receive the right support at the right time and that provision is responsive to their individual strengths, needs and aspirations.

SEN SUPPORT: Individual Learning Plans

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be taken to add them to the SEN register.

The aim of formally identifying a pupil with SEN 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:

- 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 the class teacher's assessment 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. 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. The SENCo and the class teacher will draw up an Individual Learning Plan.

This identifies strengths, needs, provision, outcomes and review arrangements. They are communicated to the parents and the child and wherever possible the parents are involved in supporting the targets set in the plan.

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 1:1 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.

Participation of Children

Children with SEND are actively involved in decisions about their education. Their views, wishes and aspirations are sought, recorded and considered during reviews, target setting and transition planning.

Referral for an Education, Health and Care 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 where the complexity of need or 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.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an EHC plan will combine information from a variety of sources that may include some of the following:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care

about whether 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 SEN Local Offer at:

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

Managing Pupils Needs on the SEN Register

All class teachers have responsibility for monitoring the progress of the children in their class considering all their abilities. Following data analysis and pupil progress meetings the Headteacher/ SENCo formulate a provision map that ensures that all children who have INDIVIDUAL LEARNING PLANS and Statements are being given extra support to work on targets that have been given. The provision map is reviewed every half term in line with assessments being done in school by the Headteacher/SENCo and adapted as required.

Conducting SEN Review Meetings

SEN Review meetings are held on a termly basis. Parents are invited to attend the meeting. At the review meeting the child's progress towards meeting the targets set are discussed and new targets identified.

The meeting should consider the following questions:

- What are the child's current levels of attainment relating to Individual Learning Plan targets?
- What progress has the child made towards meeting the overall objectives set out in the Individual Learning Plans or EHCP?
- What are the parents/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set?
- Have there been significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will the child's progress be assessed?
- Are there any strategies that have led to improvement?
- Are there any requirements to promote inclusion?
- What are the child's current levels of attainment in English and Maths?
- What progress has the child made over the past year, especially in relation to each SEN target?
- Are any amendments to the EHCP necessary?

Any parents that are unable to attend the meeting will be given the questions to look at and return to school.

Criteria for Exiting the SEN Register

All Intervention groups are evaluated regularly and the progress of the children is recorded. If it is felt that a child has made adequate progress and is now working with their peers or making good progress it may be time to consider whether the child should continue on the SEN register. This decision will be made by the class teacher and SENCo in consultation with the child's parents.

If a child is removed from the SEN register, there will be a time of monitoring the progress of the child to ensure that they are continuing to access the curriculum.

Supporting Children and Families

At Our Lady of Lourdes Catholic Primary School, we aim to involve parents in their child's education. Before children come to school admission arrangements are published in the school brochure and the school website. They also have details of our school Local Offer that parents can use to see what provision the school offers children with SEN.

We accept and value the contribution of parents and encourage their participation:

- Parents are notified if there is a concern with their child's progress/behaviour
- Individual Learning Plan targets are shared with parents/carers
- Practical help and support is offered by teachers to parents/carers as to how they can help their child at home

- Three parent evenings per year, plus an open-door policy to parents where teaching staff are easily contactable to discuss any issues or concerns.

Supporting Children at School with Medical Conditions

Some children in our school have medical conditions that require care and support to enable 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 special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

All staff are aware of children in their classes that may have a medical condition that could affect their learning - asthma, any food allergies etc.

Children with medical conditions are supported in all areas of the curriculum to give equal access to all. Where necessary, Moving and Handling plans and PEEP's are in place for children.

Monitoring and Evaluating

All staff have subject responsibilities and review and monitor the progress made by all children in these subject areas. All staff work closely with the SENCo informing them about achievements and concerns.

The quality of SEND provision is monitored through:

- Learning Walks
- Book reviews
- Pupil Voice activities
- Provision reviews
- Assessment information
- Attendance and Behaviour analysis
- EHCP annual reviews
- Governor monitoring visits

Training and Resources:

Resources

The Headteacher and the Governors are responsible for the allocation of the school budget to different areas. The money that is allocated is based on the needs of the children in our care and how we can meet their needs within the money available.

Specific Higher Needs Block funding is received to support those children that have EHCPs and this is used to meet their specific needs.

Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified using provision planning.

Roles and Responsibilities

The SENCo will identify areas for development in Special Educational Needs and contribute to the school's development plan. The SENCo will co-ordinate provision for pupils with EHCP's and SEN support.

All teaching and non-teaching staff will support the SEN policy. They are responsible for adapting the curriculum for children with SEND and will monitor their progress.

Designated Teacher for Safeguarding

At Our Lady of Lourdes Catholic Primary School there are three DSLs:

Mrs Liz Kendall (Headteacher)
Ms Helen Townson & Mr Stephen Westwood

Teacher responsible for PPG/LAC

At Our Lady of Lourdes Catholic Primary School Mrs Liz Kendall (Headteacher) is responsible for this.

Teacher responsible for Meeting the Medical Needs of Children

At Our Lady of Lourdes Catholic Primary School Mrs Liz Kendall (Headteacher) is responsible for this.

THE GOVERNING BODY	The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that: - there are named link Governors responsible for SEND - currently <u>Mrs Jose Bates & Mrs Colette Senar</u> - they have regular meetings with the SENCo - that SEND arrangements are compliant with statutory duties - that appropriate resources are allocated - that the school publishes a SEND information Report annually - that the views of children and parents inform strategic development
THE SENCo	The SENCo is responsible for ensuring that this policy is adhered to, and that: - Take a strategic role in developing, monitoring and reviewing the SEND policy and the School Local Offer - Oversee the identification of children needing intervention through SEN provision, Individual Learning Plans, EHCP's - Work with and advise colleagues - Co-ordinate the teaching provided for children with SEND - Oversee the records on all children with SEND - Work in partnership with parents of children with SEND - Involve the children with SEND in the target setting and review process - Support the CPD of staff - Work with external agencies - Liaise with local primary and secondary schools to enable smooth transition for children with SEND - Liaise with the governor responsible for SEND - Review the quality of provision and work with staff to ensure that children have access to suitable challenge - Report to the Full Governing Body
CLASS TEACHERS	Other staff will ensure that the school policy is implemented: - Ensure they are aware of the procedures for identifying, assessing and making provision for children with SEND - Ensure that the Individual Learning Plan is delivered - Ensure children make good progress from their starting points
PARENTS	- Parents are partners in their children's learning - Parents work in consultation with school staff to meet their child's needs - Share views on children's progress - Support school in helping their child meet their targets - Complete information/forms that school requires to help their child progress

Storing & Managing Information

The following records are kept:

- SEND register and provision map
- Individual Learning Plans - these are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these
- Individual Learning Plan Reviews - these are completed at the SEND Review meeting with parents and class teachers. They are a record of the impact provision and teaching approaches have had on the learning and progress.
- EHCP paperwork
- Outside agency reports/notes

All records for SEN children are kept securely in the Headteacher's Office with Individual Learning Plans being kept securely in classrooms with Teaching Assistants and Class teachers working with particular children. All archived information is securely kept in the office.

SEN Information is also stored on CPOMs.

Accessibility

Our Lady of Lourdes is a very inclusive school and is committed to improving access to:

- The curriculum
- The Physical Environment
- Information for children and families with disabilities

The school's accessibility plan details how barriers are identified and removed over time

Dealing with Complaints

Should a parent or carer have a concern about the special needs 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 class teacher will work together to review the issue and, with the parent, try to solve the concern.

If the concern can't be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parent's concerns should be put in writing to the SEN Governor. The Chair of Governors, [Mr Edward Hart](#), will be involved after other avenues to resolve the situation have been exhausted.

The school will also make provisions to inform parents/carers about Parent Partnership by inviting a representative into school to talk to parents.

Linked Documents:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Attendance Policy
- Safeguarding & Child Protection Policy
- Supporting Children with Medical Needs Policy
- Equality Information and Objectives