



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

Special Educational Needs and Disability Policy

School Ethos, Aims and Values:

Lancaster Christ Church is a caring school with a strong sense of community. We value the uniqueness of every child and are committed to a fully inclusive learning environment.

With Christ at our centre, we encourage all children to grow and learn surrounded by love and a feeling of belonging. We strongly believe that every child matters, value all individuals and celebrate diversity.

We want our children to become confident, resilient, independent learners with a strong sense of self-worth and a caring attitude towards others.

We encourage everyone in our school to *'Have faith...in yourself...in others... in God'*, because **"Nothing will be impossible with God." Luke 1:37**

We aim to:

- ensure the distinctive nature of our Church school with the Christian Faith underpinning all that we do.
- create a nurturing environment where everyone can feel safe, supported, and valued.
- involve parents, carers, the church, and the wider community to enrich children's learning and cultural capital.
- provide an ambitious, relevant, and coherently planned and sequenced curriculum that supports children's ability to know more, remember more, and be able to do more.
- equip our children with the knowledge, skills, experiences, and attitudes they will need to successfully contribute to our future society.
- enable all children to reach their full potential through high quality teaching, targeted academic support and wider approaches.

Our Core Values:

Staff, children and governors have shaped our core school values, which reflect some of the Christian values that are needed to fulfil our school vision statement, and provide a framework for how we conduct ourselves, both within and outside of school:

Service: "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms." 1 Peter 10

Love: "For God loved the world so much that he gave his only Son. God gave his Son so that whoever believes in him may not be lost, but have eternal life." John 3:16

Perseverance: "I can do all things through Him who strengthens me." Philippians 4:13

Friendship: "Encourage one another and build each other up." 1 Thessalonians 5:11

"For nothing will be impossible with God" Luke 1:37



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Respect: "Be devoted to one another in love. Honor one another above yourselves." Romans 12:10

Kindness: "Do to others as you would have them do to you." Matthew 7.12

Our Curriculum Intent:

At Lancaster Christ Church, we are committed to providing a broad and balanced curriculum in which children explore a range of subjects, thus developing a variety of knowledge, skills and interests which they can apply to opportunities, responsibilities and experiences in later life.

We value the individuality of our children and their various curriculum strengths and interests. As a school, we aim to provide opportunities for children to build upon these to become the best that they can be.

We are proud of our varied demographic and ensure that all children have opportunities to be successful, valuing the range of ways in which this success can be achieved.

Therefore, to support children to '*Have faith...in yourself, in others and in God*', we have designed our curriculum which enables all children to flourish as individuals. This is underpinned by our curriculum intent: "*Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.*" **1 Peter 4:10**

Rationale

At Lancaster Christ Church C of E Primary School, we are committed to meeting the special educational needs of all pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, 'Have faith...', all children are supported within the distinctively Christian ethos of the school. Every teacher is a teacher of every child, including those with SEND.

Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Miss Emma Simpson and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

Aims and Objectives of the Policy

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:

- Build upon the strengths and achievements of the child



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- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to 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.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

Develop provision for children with SEND so that all children can flourish.

Through:

- **Effective leadership and management of SEND provision.**
- **Classroom environments which support inclusivity.**
- **Teaching methodologies which support inclusivity.**
- **Staff who confident in meeting the diverse needs of the children within their class.**
- **Effective implementation of a range of evidence-based interventions to support children with SEND.**
- **Embed use of provision and resources to support regulation.**
- **Exploration of an alternative curriculum offer for our children with the most complex needs.**

Key Personnel

Special Educational Needs Coordinator (SENCO):	Miss Emma Simpson <i>BA (Hons) QTS Primary Education</i> <i>NPQH</i> <i>NPQ SEND (in progress)</i>
Nominated SEND Governor:	Mr Roger Frankland
Headteacher:	Miss Emma Simpson

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:



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

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.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN 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. Teachers' ongoing assessment will 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. Teachers will then consult the 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 focussing on classroom organisation, teaching materials, teaching style and differentiation. 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. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class



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teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centered tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centered tools may be employed to facilitate this. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of their child's individual provision map (IPM) for the term, which will include the expected outcomes, actions and strategies and provision to be used as well as a copy of their one-page profile. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual provision map (IPM)



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- the child's One Page Profile
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website: [EHC plans - Lancashire County Council](#)

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.



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Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at [Special educational needs and disabilities - local offer - Lancashire County Council](#)

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the support available from Lancashire SENDIAS and are supported to engage with external agencies. More information about this service can be found here: [SENDIAS Home - Lancashire SEND \(lancssendias.org.uk\)](#)

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the Headteacher as Designated Safeguarding Leader.

Depending on the special educational needs of the children different agencies may be involved. The school has access to the following outside agencies and calls on their support as pupil need dictates:

- SEND Traded Services (Specialist Teachers for VI, HI and ASC pupils)
- Reachout ASC
- Helen Nelson, Dyslexia Specialist Teacher
- Speech and Language service
- School medical service (School nurse is now accessed through Virgin Care - 0300 247 0040)
- OT service based at Longlands CDC
- Physio team based at Longlands CDC
- Educational Psychology service (Lancashire)
- Real Lives Possible Worlds Ltd (Educational Psychology)
- Inclusion Hub
- Stepping Stones School Outreach Service



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- Morecambe Road School Outreach Service
- Children's Social Care

Designated Safeguarding Lead (DSL): Miss Emma Simpson (*Headteacher*)

Deputy Designated Safeguarding Lead: Mrs Gemma Hooper (*Deputy Headteacher*)

Nominated Safeguarding Governor: Mrs Sara Doggett

Early Help

Christ Church is committed to providing our families with the right help at the right time.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- DSLs will undertake an Early Help assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on Early Help meetings where it is appropriate for them to do so
- DSLs will utilise Children and Family Wellbeing Service using the Request for Support form
- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally be the lead for Early Help cases

Pastoral Support

The school employs a dedicated **Children and Families Worker**, Miss Sarah Rainford, who works closely with the SENCO and DSLs in order to provide targeted Pastoral Support and Intervention for children with a range of additional needs. This includes children with SEND.

This support may be long term or short term, depending on the nature of each individual child's need.



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Bullying

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Christ Church C of E Primary School endeavour to generate a culture of support and care among pupils.

Bullying is taken very seriously at Christ Church C of E Primary School and clear policies and procedures are in place should instances of bullying occur. Our Behaviour and Anti-Bullying Policies can be viewed via our school website.

Admissions

Pupils with special educational needs will be admitted to Christ Church C of E Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Christ Church C of E Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

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 special educational needs (SEN) and may have a statement, or 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.

The school's policy on medical needs can be found on the school website.

Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teaching assistants is provided both within school and through other



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professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

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

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- Teaching assistants
- Specialist teacher support
- Provision of resources for children as required to meet their needs
- INSET and training for SENCo, teachers and teaching assistants

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEN Governor, Mr Roger Frankland, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every Standards meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and provides for pupils with special educational needs.



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The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- coordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teachers to ensure that Individual Provision Maps (IPMs) and One Page Profiles (1PPs) are written and that reviews take place.

Role of Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPMs and 1PPs and to maintain other SEN records and information.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Christ Church C of E Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the school website.

Storing and managing information

The confidential nature of SEND information is fully recognised at Christ Church C of E Primary School.

All SEND documentation is stored in accordance with the school's Information Security Policy, which can be viewed under the GDPR tab on the school website.



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Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors
- Parents are informed about SEND Information Advice and Support Services (formerly Parent Partnership).

Monitoring and Evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Reviewing the policy

The policy will be reviewed annually as part of the school's evaluation cycle.

This policy was agreed by the Board of Governors of Christ Church Church of England Primary School on 9th December 2025.

The scheduled review date of this policy is: December 2026.

Signed: (Chair of Governors)

Date



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REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2019
2	<ul style="list-style-type: none"> - Minor changes to document layout including addition of footnote, review section and reordering of some sections of text - Addition of 'About our School', 'Our Mission Statement' and 'Our Aims' sections - Addition of sections relating to 'Pastoral Support', 'Early Help' and 'Safeguarding of Children with SEND' - Amendment to 'Storing and Managing Information' section to include reference to Information Security Policy 	January 2020
3	<p>Removal of sentence regarding the recording of costs of provision through costed provision mapping.</p> <p>Change of terminology from Common Assessment Framework (CAF) to Early Help Assessment.</p> <p>Updated weblinks.</p> <p>Changes to the section on pastoral support to reflect changes in personnel and roles.</p>	November 2022
4	<p>Update to 'About our school' and 'Aims' sections</p> <p>Minor change to list of SENCO/Teacher responsibilities to include One Page Profiles as well as Individual Provision Maps.</p>	November 2023
5	Changed to name of Deputy Head Teacher	November 2024