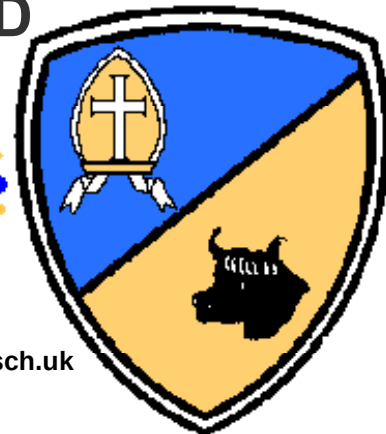


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Church Lane

Lowton

Warrington

WA3 2PW

Headteacher Mr S Hardaker



Fax

web

e-mail

01942 201140

01942 205048

saintlukes.wigan.sch.uk

enquiries@admin.saintlukes.wigan.sch.uk

Special Educational Needs and Disability (SEND) Policy

Date of Policy: 2025

Review Date: 2026

The named people for Special Educational Needs and Disability (Inclusion Leader) in our school is Mrs Jones. This policy has been reviewed in September 2025 and will be reviewed annually by the governing body. The named Inclusion governor is Mr K. Heaton.

1. Introduction

As a Church of England school, St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says, 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

So at St Luke's we aim to be disciples by:-

FOLLOWING IN GOD'S WAY,
LEARNING DAY BY DAY,
WORKING WITH ONE ANOTHER,
CARING FOR EACH OTHER.

LINKS TO OUR MISSION STATEMENT AND AIMS

Our mission and aims form the basis of all our policies and practice. This policy supports the following aims of our school:

- To ensure that every child is valued as an individual.
- To serve the community by providing an education of the highest quality.
- To endeavour to live out our Christian values in our everyday lives.
- To be tolerant and show understanding and mutual respect at all times.

At St Luke's C.E. Primary, we value the abilities and achievements of all our pupils. We are committed to providing the best environment for each and every child to reach their full potential – emotionally, socially, physically and academically.

All pupils are entitled to a broad and balanced curriculum. The staff at our school recognises the need for

"teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this." (SEN Code of Practice for 0-25)

As a school we aim to ensure that such provision is made for those who need it and every teacher is responsible for ensuring that every child accesses this entitlement.

This policy has been developed with the teachers, parents and governors of the school in accordance with the SEN Code of Practice 0-25 guidance (2014).

AIMS (The longer view)

The aim for all the children in our school, including those with Special Educational Needs or Disabilities, is to be the best that they can be. We have high aspirations and expectations for all pupils.

OBJECTIVES (to do this we will):

- Ensure that all children have access to a broad and balanced curriculum which ensures progression and is appropriate to age, ability and aptitude.
- Identify and provide for those children who may need more support in school.
- Operate a whole school approach to the management and provision of support for special educational needs and disability.
- Provide an Inclusion Leader who will:
 - ~ Manage the SEN[D] Inclusion Policy.
 - ~ Provide support and advice for all staff working with special educational needs pupils.
 - ~ Develop and maintain partnership with parents.
 - ~ Ensure access to the curriculum for all pupils.

2. Identifying Children with Special Educational Needs or Disability (SEN[D])

The Code of Practice states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ~ has a significantly greater difficulty in learning than the majority of others of the same age, or*
- ~ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”*

It identifies four broad areas of need:

1. Communication and language
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others, the precise nature of their need may not be clear at the outset.

At our school, we consider the needs of the whole child, which will include things that are not necessarily SEN[D] but will also impact on a child's progress and attainment –

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a child of a serviceman/woman

3. A Graduated Approach to SEN[D]

At St Luke's we take a graduated approach to SEN[D], as outlined in the Code of Practice.

Within planning, teachers will set suitable learning challenges and respond to pupils' needs. All children receive inclusive quality first teaching in our school (with work adapted for a child's needs) and most will make expected or better than expected progress. A minority of pupils have particular learning difficulties that could create barriers to learning. For these, the class teacher will identify a child's need and make arrangements for any adjustments or interventions.

This should enable the pupils to participate effectively in all curriculum activities.

We are a dyslexia friendly school; this means that we aim to break down these barriers to learning and take into account the different learning styles of the pupils.

Pupils may have special educational needs throughout, or at any time during, their school career. This policy ensures that curriculum planning for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Stage of SEN[D]	Action	Responsibility
Identification	If, after quality first personal teaching, adjustments, adaptations and interventions, a child has not made adequate progress then in discussion with the Teacher, the Parents, the Child, and Inclusion Leader, a child will be deemed to have SEN[D] and will go on the SEN[D] register. Sources of information will be discussions already held, teacher assessment and observation.	Teacher, Child, Parents, Inclusion Leader
Assessment of need and intervention	The Class Teacher, Child, Parents and Inclusion Leader will put together a full picture of the child, identifying areas which require more specific support. Sources of information may include discussion, standardised tests, profiling tools and observations to give us a greater understanding of the child's strengths and needs. We will then develop an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) based on small, achievable targets, which will be reviewed regularly to help support learning.	Teacher, Child, Parents, Inclusion Leader
Further help and advice with intervention	If a child does not make adequate progress, we will seek advice from external agencies –Targeted Education Support Service (TESS), Educational Psychologists, etc. This should give us a greater insight into what we can do to best support the child and will be reflected in the IEP/ IBP.	Outside Agencies, Teacher, Child, Parents, Inclusion Leader

EHC Referral	If a child is still struggling to make progress with a lot of intervention in place, or if they have severe health issues, then, in discussion with parents and outside agencies, we may decide to apply for funding through an Education Health Care Plan (EHC Plan).	Local Authority, Outside Agencies, Teacher, Child, Parents, Inclusion Leader
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4. Managing the SEN[D] Register

The Inclusion Leader will provide governors with regular summaries of the impact of the policy on the practice of the school.

Each child's progress will be reviewed at Pupil Progress Meetings with the Senior Leadership Team.

IEPs/IBPs will be reviewed regularly by the class teacher and those supporting the child, with support from the Inclusion Leader, and will be amended as necessary to reflect the needs of the pupil, following the guidance outlined in the Code of Practice.

5. Educational Inclusion

Throughout curriculum provision, we will respect the fact that pupils:

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

At St. Luke's, we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to all genders, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

Teachers will respond to pupils' needs by:

- providing them with the support that their needs require;
- developing their understanding through the use of available resources and by providing necessary learning experiences;
- planning for their full participation in learning, including physical and practical activities;
- helping them to manage their behaviour and emotions and take part in learning effectively and safely. As bullying can sometimes be an issue for pupils with SEN[D], teachers will be particularly vigilant for this and will take any necessary steps to prevent/ address it. (See Anti-bullying policy for further details of this.)

Early Years Foundation Stage

Throughout the Early Years Foundation Stage (The Reception class in our school), children's progress is closely monitored, using the Early Years Foundation Stage Profile. This means that children who may need extra support can be identified at an early age.

6. Storing and Managing Information

Class teachers will keep copies of information and assessments relevant to their teaching of each child. They will keep copies of current IEPs/ IBPs and outside agency recommendations. These will be in an SEN[D] file stored securely within the classroom. The Inclusion Leader will also have a copy of these. Information about your child will only be shared within school with those who need to know in order to support their learning. Confidential information, and more extensive information, will be stored securely within school. This will not be shared with any outside agencies unless there is parental permission to do so.

7. Roles and Responsibilities

The Head Teacher is responsible for the day to day management of the policy.

The Inclusion Leader is responsible for the day to day operation of the policy and will:

- act as a link with all external agencies;
- liaise with other Inclusion leaders from primary/secondary schools;
- monitor and evaluate the special educational needs provision and report to the governing body;
- contribute to in-service training of staff;
- manage a range of resources, human and material, linked to pupils with special educational needs;
- liaise with all support staff who work with the pupils on a day-to day basis;
- meet with the school's link TESS teacher an Educational Psychologist on a regular basis
- attend planning meetings each year with the headteacher, link TESS teacher and the school's educational psychologist;

All members of teaching staff are aware of, and are responsible for, identifying, assessing and making provision for pupils with SEN[D]. Some Teaching Assistants have specific intervention training and will be deployed accordingly.

The Inclusion governor is Mr K Heaton.

The designated leads for Child Protection (Safeguarding) are Mr Hardaker (Head), Mrs Jones (Inclusion Leader), as well as Mrs Derbyshire (Deputy Head), Mrs Vize (School Business Manager) and Mrs Maddocks (Pastoral Lead)

8. The role of the governing body

The governing body, in co-operation with the Headteacher and Inclusion Leader, aims to secure the necessary provision for any pupil identified as having special educational needs .The governors have a duty to make provision for pupils with special educational needs and they will consult the Local Authority, and other schools when appropriate, in order to carry out this role.

The governing body admits pupils with special educational needs into school in line with the school's agreed admissions policy.

The governing body reports annually to parents on the success of the school's policy for pupils with special educational needs.

The governing body has regard for the Code of Practice when carrying out its duties towards all pupils with special educational needs.

9. Allocation of Resources

The Inclusion Leader is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with an Education Health and Care Plan. The school also recognises the potential of new technologies to support communication, teaching and learning for children and young people with SEN and/or disabilities. Use is made of these where it is felt technology will benefit an individual child's development and help remove some of their barriers to learning. Note will also be taken of outside agency recommendations when planning the use of these.

The Headteacher will inform the governing body of how the funding allocated to support special educational needs is to be used.

The Headteacher and the Inclusion Leader will meet to discuss how to use funds directly related to Education Health Care Plans.

10. Partnership with Parents

The school prospectus contains details of our policy for special educational needs and the arrangements made for these pupils in our school. The school's offer of provision for those with additional needs (SEN[D] Information Report) is on the website within the Special Educational Needs and Disability link.

At all stages of the special needs process, the school keeps parents informed and involved in the provision made for their child's needs, encouraging them to make an active contribution to their child's education.

Parents are kept informed of the targets on their child's Individual Education or Behaviour Plan. Parents are required to read and sign a copy of their child's IEP/IBP and return it to school. Teachers or the Inclusion Leader will readily explain targets to parents if there are any queries.

We keep parents informed of any outside interventions and we provide clear information relating to their child's needs.

11. Dealing with Complaints

Parents / carers wishing to discuss any aspects of their child's progress should, in the first instance, make an appointment to speak with the class teacher. If they wish to pursue the matter further, they should speak to the Inclusion Leader or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors, if they so wish, or to the Local Authority if they are dissatisfied with school provision. The School Complaints Policy is available on the School Website.

Reviewing the Policy

This policy will be reviewed annually. Adopted by the Governing Body: _____



SCHOOL
MEMBER



