



St. John the Baptist

R.C. Primary



SEND POLICY September 2026

Policy for Special Educational Needs and Disabilities (SEND)

OUR MISSION STATEMENT

'Love one another'

St John the Baptist RC Primary School is a place of learning in which each individual is encouraged to fulfil their own unique potential. We try always to remember that everyone is special and should be treated with respect. Our Catholic faith touches every part of our school life and we try to be a community which has Jesus at the heart of all we do.

INTRODUCTION

This policy outlines how St John the Baptist RC Primary School identifies, supports and makes effective provision for pupils with Special Educational Needs and/or Disabilities (SEND). It reflects our inclusive Catholic ethos and our commitment to ensuring that every child is valued, supported and enabled to achieve their full potential. The policy has been developed in accordance with current statutory guidance and legislation, including the SEND Code of Practice (2015) and the Equality Act (2010).

KEY STAFF

- The school's SENCo is Miss Armstrong
- email: senco@st-john.lancs.sch.uk tel: 01282 771146
- Miss Armstrong is not a member of the Senior Leadership Team (SLT).
- The SEN advocate on the SLT is Mrs K McKeating.

This policy has been developed in consultation with staff and approved by the Governing Body. Its implementation is a shared responsibility, reflecting the principle that every teacher is a teacher of pupils with SEND and is responsible for providing high-quality, inclusive teaching that meets individual needs.

Policy prepared by the SENCo

Reviewed and updated: September 2026

Approved by The Governing Board: September 2026

Definition of Special Educational Needs and Disabilities.

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.

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 student 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 SEN Information Report and School's Contribution to the 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 SEN Information Report and School's Contribution to the Local Offer is available from the school office and the school's website:

www.st-john.lancs.sch.uk

St John the Baptist RC Primary School is a mainstream, inclusive school committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), are valued, included and supported to achieve their full potential.

We recognise that every teacher is a teacher of pupils with SEND and that high-quality, inclusive teaching is the foundation of effective SEND provision. Teaching approaches, resources and the learning environment are adapted and responsive to pupils' individual strengths and needs, enabling all children to access, participate in and make progress within the curriculum.

We firmly believe that effective practice for pupils with SEND strengthens teaching and learning for all. Through appropriate adaptations, early identification and a graduated response to need, we aim to remove barriers to learning and promote the achievement, independence and wellbeing of every pupil.

POLICY AIMS

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Catholic ethos that encourages a life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures. Each child is encouraged to be the best version of themselves.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual SEN Information Report.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning;

It is really important that in school we identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the

assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which 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 the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services, the LA's Inclusion Service or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Paediatric Services, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which 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 Child
- Being a child of Serviceman/woman

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

THE GRADUATED APPROACH TO SEN SUPPORT: ASSESS → PLAN → DO → REVIEW

St John the Baptist RC Primary School adopts a graduated approach to identifying and meeting pupils' special educational needs, following the four-part cycle of **Assess, Plan, Do and Review**.

The school uses **SEN Support Plans (SSPs)**, previously referred to as **Individual Education Plans (IEPs)**, to identify and record individual needs, intended outcomes, targeted provision, strategies and support for pupils receiving SEN Support. SSPs are reviewed regularly as part of the graduated approach and are developed in partnership with pupils, parents/carers and relevant professionals, where appropriate.

The school will continue to review its SEND documentation and terminology in response to national SEND reforms and any future statutory guidance, including developments relating to the proposed **Individual Support Plan (ISP)**.

KEY PRINCIPLES

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High-quality, inclusive teaching, appropriately adapted to respond to pupils' individual strengths and needs, is the first step in meeting the needs of pupils who have, or may have, SEND.
- Additional intervention and support should complement, rather than replace, high-quality classroom teaching.
- Where a pupil is not making expected progress, or where concerns arise regarding their learning, communication and interaction, social, emotional and mental health, or sensory and/or physical development, the school will seek to identify potential barriers to learning and determine whether additional or different provision is required.
- Pupils are identified as having SEN where they have a learning difficulty or disability which requires special educational provision that is additional to or different from that made generally for other pupils of the same age.
- Pupils who join the school with previously identified SEND will have their needs and existing provision reviewed to ensure that appropriate support is in place and that continuity of provision is maintained.

PLANNING AND PROVISION FOR PUPILS WITH SEND

When planning teaching and learning for pupils with SEND, teachers have due regard to the information, outcomes, targets and recommended strategies identified within the pupil's **SEN Support Plan (SSP)**, **Personalised Provision Plan (PPP)**, **Pupil Profile** and, where applicable, **Education, Health and Care Plan (EHCP)**. Relevant advice and recommendations from external professionals are also considered when planning appropriate provision.

Teachers adapt teaching, resources and the learning environment in response to individual need and make appropriate reasonable adjustments for pupils with disabilities to support their access to, participation in and progress across the curriculum.

Class teachers retain responsibility for the progress and development of pupils with SEND, including where pupils receive additional support from teaching assistants or specialist professionals. Provision is implemented, monitored and reviewed through the graduated **Assess–Plan–Do–Review** cycle, with adjustments made in response to pupils’ progress, outcomes and changing needs.

	What	Who	How
ASSESS 	Initial Concern	Parents / School	Professional Dialogue Discussions with Parents Learning Walks Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids (Task Ladder etc), Coloured Overlays Focus Group with CT/TA
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision is Recorded – this is known as ‘Provision Mapping’
	Further information gathered	Parents / pupil / colleagues / SENCo	Professional Dialogue Discussions with Parents
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants SENCo / Inclusion Lead	
	Observation and or additional assessments	SENCo	

When planning teaching and learning for pupils with SEND, teachers give due regard to the information, outcomes, targets and strategies identified within pupils’ **SEN Support Plans** (previously referred to as SSPs), Personalised Provision Plans (PPPs), Pupil Profiles and any relevant advice or reports from external professionals. Teachers adapt teaching, resources and the learning environment as appropriate to meet individual needs and make reasonable adjustments for pupils with disabilities, ensuring that all pupils are able to access and participate fully in the curriculum.

	What	Who	Notes
PLAN 	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
	Pupil added to SEN register	SENCo	
	SEN Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil's additional needs
	SEN Support Plans (SSP) written (usually*) with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets OR Personalised Provision Plan (PPP) for higher needs children	Class teacher with support from SENCo.	Parents are involved throughout the SSP/PPP process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted.

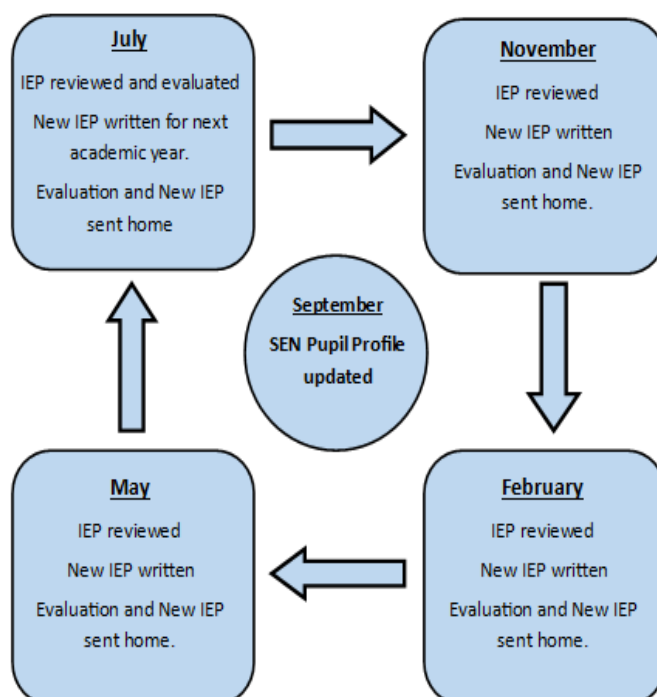
* For some children with additional needs, an SSP may not be necessary. This will be decided when the SEN Pupil Profile is written.

	What	Who	When
DO 	1:1 teaching towards SSP targets or Delivery of a Personalised Curriculum through PPP	SSPs delivered by TA, supervised by Class Teacher. PPP – all staff	Little and often, as specified on the SSP or PPP delivered throughout the day
	Progress towards SSP targets monitored	TA, supervised by Class Teacher (CT), Pupils are involved in this process	Weekly (Through the Weekly Monitoring Sheet). Checked by CT every 2-3 weeks
	Revision of SSP targets Revision of PPP	Class Teacher	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, SENCo and/or Senior Leadership)	When appropriate

	What	Who	Notes
REVIEW 	Full review of SSP 4 times per year (See below) PPP reviewed on a regular basis, as agreed at time of writing.	Class teacher (informed by weekly monitoring)	Evaluations of SSPs sent home to parents. Evaluation of PPP shared with parents
	SEN Pupil Profile updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update.

OUTCOMES OF REVIEW	Outcome	Next Steps	Notes
	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 SEN register – added to the monitoring list	Professional dialogue between teachers and SENCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New PPP written Continue with cycle to next review	Evaluation and new PPP 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.

THE SEN SUPPORT PLANS CYCLE - At any point in the Review Process, there are several possible outcomes.



PROVISION AND PROVISION MAPPING

The provision made by St John the Baptist RC Primary School for pupils with Special Educational Needs and/or Disabilities (SEND) is detailed further within the school's **SEN Information Report** and contribution to the **Lancashire SEND Local Offer**. This information is available through the school website and the Lancashire SEND Local Offer.

- Provision for any pupil with an **Education, Health and Care Plan (EHCP)** will be delivered in accordance with the provision specified within their plan. The school will work collaboratively with parents/carers, the pupil, the Local Authority and relevant professionals to support the achievement of the outcomes identified within the EHCP.
- Additional and targeted provision across the school is carefully planned and recorded through the school's provision mapping arrangements. The progress and outcomes of pupils accessing additional provision are monitored and reviewed regularly. The SENCO, class teachers and Senior Leadership Team evaluate the impact and effectiveness of provision to ensure that support remains appropriate, responsive to individual need and focused upon improving pupil outcomes.
- Pupils access additional or different provision according to their identified needs. Where appropriate, this provision is recorded within the pupil's **SEN Support Plan (SSP)** and is monitored and reviewed through the graduated **Assess–Plan–Do–Review** approach.
- Where, despite relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the pupil requires provision beyond that which can reasonably be provided through SEN Support, the school may consider, in consultation with parents/carers and relevant professionals, whether it is appropriate to request an **Education, Health and Care Needs Assessment (EHCNA)** from the Local Authority.
- Parents/carers also have the right to request an EHC needs assessment directly from the Local Authority. Where an assessment is requested, the school will work collaboratively with the pupil, parents/carers, Local Authority and relevant professionals and provide appropriate evidence regarding the pupil's needs, progress and provision already implemented.
- Where a pupil and/or their family would benefit from coordinated support involving a range of services, an **Early Help Assessment and Plan (EHA/EHP)** may be considered. This is a separate process from an EHC needs assessment and is undertaken collaboratively with the family and relevant agencies to identify needs, coordinate support and agree appropriate actions.

Further information about SEND support, EHC needs assessments and the Lancashire SEND Local Offer is available from Lancashire County Council at www.lancashire.gov.uk/SEND

SUPPORTING PUPILS AND FAMILIES

St John the Baptist RC Primary School recognises that effective partnership with pupils, parents and carers is fundamental to securing positive outcomes for children with Special Educational Needs and/or Disabilities (SEND). The school is committed to working collaboratively with families, listening to their views and ensuring that pupils are appropriately involved in decisions about their education and support.

- The **Lancashire SEND Local Offer** provides information about education, health and social care services and support available to children and young people with SEND and their families. The school's **SEN Information Report** complements the Local Offer by setting out how SEND provision is implemented within St John the Baptist RC Primary School.
- Parents and carers are valued as key partners in the identification, assessment, planning and review of their child's needs and provision. Their knowledge and views are actively sought and considered when decisions are made about their child's support. Parents/carers are encouraged to discuss any concerns regarding their child's development, progress or provision with the class teacher and/or SENCO.
- The school seeks to ensure that pupils' views, wishes and aspirations are heard and appropriately reflected in decisions about their support. Pupils are involved, in an age- and needs-appropriate way, in the development and review of their SEN Support Plans (SSPs), provision and intended outcomes.
- The school's statutory **SEN Information Report** is published on the school website and is reviewed and updated at least annually, and more frequently where necessary to reflect significant changes to SEND provision.
- The school works collaboratively with a range of education, health, social care and other specialist services, where appropriate, to support pupils and their families. Information about services available locally can also be accessed through the Lancashire SEND Local Offer.
- Pupils with SEND are admitted to the school in accordance with the school's published admission arrangements and relevant statutory requirements. The school will not discriminate against or disadvantage a pupil because of their special educational needs or disability and will make reasonable adjustments in accordance with the **Equality Act 2010**. Where a child has an Education, Health and Care Plan (EHCP), admission arrangements will be considered through the statutory EHCP process.
- When a pupil joins the school, staff work closely with parents/carers, previous educational settings and relevant professionals, where appropriate, to gather information about the pupil's strengths, needs and existing provision. Where a pupil has identified SEND, or information suggests that they may have additional needs, appropriate support and reasonable adjustments will be considered and implemented through the school's graduated **Assess–Plan–Do–Review** approach.
- The school is committed to supporting effective transition between classes, key stages and educational settings. Additional transition arrangements will be provided where appropriate according to individual need. For pupils with SEND transferring to secondary education, the school will work collaboratively with pupils, parents/carers, receiving schools and relevant professionals to support continuity of provision and a successful transition.
- Pupils with SEND will be supported to access statutory assessments, including end of Key Stage 2 assessments, in accordance with the relevant statutory assessment and

access-arrangement guidance in force at the time. Appropriate access arrangements will be considered according to individual need and normal classroom practice.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St John the Baptist RC Primary School recognises its statutory duty to make arrangements to support pupils with medical conditions so that they can access and participate fully in education, including school trips, educational visits, physical education and other school activities.

- Pupils with medical conditions will be appropriately supported to ensure that their medical needs do not unnecessarily prevent them from accessing the same educational opportunities as other pupils. The school will work collaboratively with pupils, parents/carers, healthcare professionals and other relevant professionals to ensure that appropriate arrangements are in place.
- Where appropriate, an **Individual Healthcare Plan (IHP)** will be developed to provide clarity about a pupil's medical needs and the support required in school. IHPs will be developed in partnership with parents/carers, the pupil where appropriate, relevant school staff and healthcare professionals. Plans will identify relevant information including the pupil's medical condition, required support, medication and/or procedures, emergency arrangements and any necessary adjustments to enable full participation in school life.
- Individual Healthcare Plans will be reviewed at least annually, or earlier where there is evidence that a pupil's needs have changed. Relevant staff will be made aware of the arrangements necessary to support the pupil, with medical information handled appropriately and in accordance with the school's confidentiality and data-protection procedures.
- Some pupils with medical conditions may meet the definition of disabled under the Equality Act 2010. Where this is the case, the school will comply with its duties under the Act, including its duty to make reasonable adjustments and to ensure that pupils are not placed at a substantial disadvantage because of their disability.
- A medical condition does not, in itself, mean that a pupil has Special Educational Needs (SEN). However, some pupils with medical conditions may also have SEN where their needs require special educational provision that is additional to or different from that ordinarily available to pupils of the same age. In these circumstances, provision will be planned and reviewed through the school's graduated **Assess–Plan–Do–Review** approach.
- Where a pupil with a medical condition also has an **Education, Health and Care Plan (EHCP)**, the school will ensure that the arrangements for supporting their medical needs are appropriately coordinated with the provision specified within their EHCP. Provision specified within the EHCP will be delivered in accordance with the plan.
- The school ensures that appropriate staff receive relevant information, instruction and training to support pupils safely. Staff will not undertake healthcare procedures or administer support requiring specialist knowledge without appropriate information and training.
- The school will ensure that pupils with medical conditions are appropriately considered when planning school trips, educational visits, residential visits, physical education and extracurricular activities. Appropriate risk assessments and reasonable adjustments will be made where necessary to enable pupils to participate safely and as fully as possible.

Further information regarding the school's arrangements for pupils with medical conditions is set out within the school's Supporting Pupils with Medical Conditions Policy, which is available from the school and/or school website.

Related Policies

Further information regarding the management and support of pupils with medical and healthcare needs can be found within the school's Supporting Pupils with Medical Conditions Policy, Allergy Safety Policy, Asthma Policy and First Aid Policy.

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

- Pupils who are children looked after (CLA) by a Local Authority will have a Personal Education Plan (PEP) as part of their wider care plan. The PEP will be developed and reviewed collaboratively with the pupil, carers, the school's Designated Teacher for Children Looked After, the relevant Local Authority/Virtual School and social care professionals, with parents involved where appropriate. The school will ensure that the pupil's educational needs, progress, wellbeing, identified support and intended outcomes are appropriately reflected within the PEP.
- Where a child looked after also has Special Educational Needs and/or Disabilities (SEND), the school will ensure that their PEP, SEN Support Plan (SSP) and/or Education, Health and Care Plan (EHCP), where applicable, are appropriately coordinated to provide consistent and effective support.

MONITORING AND EVALUATION OF SEND

St John the Baptist RC Primary School is committed to the continuous monitoring and evaluation of its SEND provision to ensure that pupils' needs are identified accurately, provision is appropriate and effective, resources are used efficiently, and pupils with SEND are supported to achieve positive educational and wider outcomes.

- The SENCO and Headteacher, working with the Senior Leadership Team, regularly monitor and evaluate the quality, effectiveness and impact of SEND provision across the school. This includes evaluating how effectively resources, staffing, interventions and specialist support are deployed to meet identified needs and improve outcomes for pupils with SEND.
- The school's statutory **SEN Information Report** is reviewed and updated at least annually to ensure that it accurately reflects the school's current arrangements and provision for pupils with SEND. Any significant changes to the information are updated as required.
- The progress and outcomes of pupils receiving SEN Support are monitored through the school's graduated **Assess–Plan–Do–Review** approach. **SEN Support Plans (SSPs)**, targeted provision, reasonable adjustments and interventions are reviewed regularly to evaluate their effectiveness and impact and to determine appropriate next steps.
- For pupils with an Education, Health and Care Plan (EHCP), the school contributes to and supports the statutory annual review process in accordance with relevant legislation and the SEND Code of Practice. EHCPs must be reviewed at least annually. For children under five, consideration will be given to more frequent reviews, where appropriate, to ensure that the plan and provision continue to reflect the child's developing needs.

- The SENCO, Headteacher and Senior Leadership Team use a range of quantitative and qualitative evidence to evaluate SEND provision and pupil outcomes. This may include progress and attainment information, attendance and behaviour data, provision mapping, SSP and EHCP reviews, learning walks, work scrutiny, observations, professional dialogue, intervention evaluations and feedback from pupils, parents/carers and staff.
- Monitoring and evaluation focus not only on whether provision has been delivered, but on its quality, effectiveness and impact on individual pupils. Findings are used to identify strengths and areas for development and to inform any necessary changes to teaching, adaptations, interventions, reasonable adjustments, staffing, resources or wider SEND provision.
- Pupil voice is integral to the monitoring and evaluation process. Pupils with SEND are given appropriate opportunities to express their views about their learning, the support they receive, their wellbeing and their participation in wider school life. Their views are considered when reviewing provision and planning appropriate next steps.
- Parents and carers are valued as key partners in evaluating the effectiveness of SEND provision. Their views and experiences are sought through review meetings, discussions and other appropriate opportunities and are used alongside other evidence to inform individual provision and wider school improvement.
- The SENCO and Headteacher maintain regular communication with the SEND Governor, including at least termly liaison regarding the implementation and effectiveness of the school's SEND arrangements. Appropriate information is reported to the Governing Body to enable governors to provide strategic oversight, support and challenge and to fulfil their responsibilities in relation to SEND.
- SEND priorities are incorporated within the school's wider school improvement and development planning. The SENCO and Headteacher identify priorities for SEND development and monitor progress and impact throughout the academic year. Findings from monitoring and evaluation inform future priorities, staff development and the strategic deployment of resources.

The school recognises Inclusion as a distinct evaluation area within Ofsted's current Education Inspection Framework. School leaders use the current Ofsted inspection framework and state-funded schools inspection toolkit, alongside statutory SEND requirements and the school's own monitoring and evaluation processes, to support rigorous self-evaluation and continuous improvement.

As part of this process, leaders evaluate how effectively the school:

- identifies pupils' needs accurately and at the earliest appropriate opportunity;
- understands and removes barriers to pupils' learning, participation and wellbeing;
- provides high-quality, inclusive teaching that is responsive to individual need;
- ensures appropriate adaptations and reasonable adjustments are implemented consistently;
- monitors whether additional and targeted provision is improving outcomes;
- promotes pupils' attendance, participation, independence, wellbeing and inclusion in the wider life of the school;
- works collaboratively with parents/carers and relevant professionals; and
- actively seeks and responds to the views and experiences of pupils with SEND and their families.

Evidence gathered through SEND monitoring and evaluation is used to inform strategic priorities, staff professional development, deployment of resources and ongoing improvements to inclusive practice across the school.

TRAINING AND RESOURCES

St John the Baptist RC Primary School is committed to ensuring that appropriate resources, staffing and professional development are available to support high-quality, inclusive provision for pupils with Special Educational Needs and/or Disabilities (SEND). Resources are deployed according to identified need and are regularly reviewed to ensure that they contribute effectively to improving pupils' access, participation, progress, independence and wider outcomes.

- The school receives funding to support pupils with SEND through its overall delegated budget, including a notional SEN budget. The notional SEN budget is not a separate or ring-fenced allocation and does not represent the total amount that the school may spend on supporting pupils with SEND.
- The Governing Body and Headteacher maintain strategic oversight of the school's financial arrangements and ensure that available resources are deployed appropriately to support the school's statutory responsibilities towards pupils with SEND. The SENCO, working with the Headteacher and Senior Leadership Team, advises on the strategic development of SEND provision and the effective deployment of resources according to identified pupil and whole-school needs.
- SEND resources may include appropriately deployed teaching and support staff, targeted interventions, specialist equipment and resources, assistive technology, adaptations to the learning environment, assessment materials, external professional advice and staff training and development.
- Where additional funding is associated with an individual pupil, including where applicable through an Education, Health and Care Plan (EHCP) or other Local Authority funding arrangements, this will be used appropriately to support the provision required to meet the pupil's identified needs and intended outcomes.
- The school regularly monitors the effectiveness and impact of SEND expenditure and resource deployment. Decisions regarding resources are informed by identified need, provision mapping, pupil progress and outcomes, professional advice and the school's ongoing monitoring and evaluation of SEND provision.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

- The school recognises that every teacher is a teacher of pupils with SEND. All 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.
- The school is committed to maintaining and developing staff knowledge, confidence and expertise in meeting the diverse needs of pupils with SEND. Relevant SEND training and professional development are provided according to identified pupil needs, staff development needs, school improvement priorities and developments in statutory guidance and evidence-informed practice.

- Teachers and support staff receive appropriate training to enable them to understand and respond effectively to pupils' needs. This may include whole-school SEND training, training relating to the four broad areas of need, high-quality inclusive teaching, reasonable adjustments, adaptive teaching, specific interventions, assistive technology, medical or sensory needs and training relating to individual pupils where appropriate.
- The SENCO plays a key role in identifying and coordinating SEND professional development, providing advice and guidance to colleagues and signposting staff to appropriate training, resources and specialist support. Where appropriate, external professionals and specialist services may contribute to staff training and development.
- SEND training forms part of the school's wider programme of continuing professional development (CPD). The impact of relevant training is considered through monitoring activities, professional dialogue and evaluation of classroom practice and pupil outcomes to ensure that professional development leads to improved provision for pupils.
- Staff who undertake specialist or external SEND training are encouraged, where appropriate, to share relevant knowledge and effective practice with colleagues, supporting the development of consistent inclusive practice across the school.
- All new teaching and support staff receive an appropriate SEND induction as part of their introduction to the school. This includes information about the school's SEND systems and procedures, the graduated **Assess–Plan–Do–Review** approach, SEN Support Plans (SSPs), provision mapping, staff responsibilities, reasonable adjustments and arrangements for accessing advice and support from the SENCO.
- Staff are provided with appropriate information about the individual needs of pupils they teach or support, including relevant strategies, reasonable adjustments and provision identified within **SEN Support Plans (SSPs)**, **Pupil Profiles**, **Individual Healthcare Plans (IHPs)** and **Education, Health and Care Plans (EHCPs)**, where applicable. Information is shared appropriately and in accordance with confidentiality and data-protection requirements.

ROLES AND RESPONSIBILITIES

St John the Baptist RC Primary School recognises that meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) is a whole-school responsibility. Effective SEND provision requires strong leadership, appropriate governance and collaborative working between the SENCO, teachers, support staff, pupils, parents/carers and relevant external professionals.

THE GOVERNING BODY

The Governing Body has strategic oversight of the school's arrangements for pupils with SEND and will have regard to the Children and Families Act 2014, the SEND Code of Practice and other relevant statutory guidance and legislation when carrying out its responsibilities.

The Governing Body will:

- ensure that appropriate arrangements are in place to support pupils with SEND and that SEND is considered within the school's strategic development;
- ensure that the school fulfils its statutory duties towards pupils with SEND and disabled pupils;

- ensure that the school's SEND Policy and statutory SEN Information Report are maintained and reviewed appropriately;
- have regard to the efficient and effective use of resources available for SEND;
- receive appropriate information from school leaders regarding the quality, effectiveness and impact of SEND provision; and
- provide appropriate strategic support and challenge to school leaders regarding SEND and inclusion.

THE SEND GOVERNOR

The designated SEND Governor supports the Governing Body in maintaining strategic oversight of SEND provision.

The SEND Governor will liaise regularly with the SENCO and Headteacher to develop an understanding of how SEND provision is implemented and evaluated across the school. The SEND Governor will provide appropriate support and challenge and report relevant information to the Governing Body, while respecting the confidentiality of individual pupils and families.

THE HEADTEACHER

The Headteacher has overall responsibility for the leadership and management of SEND provision within the school and for ensuring that the school's statutory responsibilities towards pupils with SEND are fulfilled.

Working with the SENCO and Senior Leadership Team, the Headteacher will:

- ensure that SEND and inclusion remain a strategic priority across the school;
- ensure that appropriate staffing, resources and professional development are available to support pupils with SEND;
- oversee the implementation of the school's SEND Policy and approach to inclusive practice;
- ensure that the SENCO has sufficient time, resources and support to fulfil the requirements of the role effectively;
- monitor the quality and impact of SEND provision alongside the SENCO and Senior Leadership Team; and
- keep the Governing Body appropriately informed about SEND provision, developments and outcomes.

THE SENCO

The Special Educational Needs Coordinator (SENCO) provides strategic leadership and coordination of SEND provision across the school and works collaboratively with the Headteacher, Senior Leadership Team, teachers, support staff, pupils, parents/carers and external professionals.

The SENCO will:

- oversee the day-to-day implementation of the school's SEND Policy;
- coordinate provision for pupils with SEND;

- maintain oversight of the school's SEND register and ensure that SEND records are accurate, appropriate and regularly reviewed;
- provide professional guidance, advice and support to colleagues regarding the identification and assessment of SEND, high-quality inclusive teaching, reasonable adjustments and appropriate provision;
- support and advise class teachers in developing, implementing and reviewing SEN Support Plans (SSPs) and other appropriate SEND documentation through the graduated Assess–Plan–Do–Review approach;
- monitor and evaluate the quality, effectiveness and impact of SEND provision in partnership with the Headteacher and Senior Leadership Team;
- advise on the graduated approach to providing SEN Support and the effective deployment of SEND resources;
- liaise with parents/carers and promote effective partnership and co-production in relation to pupils' SEND provision;
- liaise with relevant education, health, social care and other external professionals and coordinate referrals and specialist involvement where appropriate;
- contribute to requests for Education, Health and Care Needs Assessments (EHCNAs) and the review of Education, Health and Care Plans (EHCPs) where applicable;
- support effective transition between classes, key stages and educational settings for pupils with SEND;
- liaise with the designated SEND Governor and provide appropriate information to support strategic oversight;
- contribute to SEND-related staff training and professional development; and
- work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under relevant equality legislation, including making reasonable adjustments for disabled pupils.

CLASS TEACHERS

Every teacher is a teacher of pupils with SEND. Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including where pupils receive additional support from teaching assistants or specialist staff.

Class teachers will:

- provide high-quality, inclusive teaching that is responsive to pupils' individual strengths and needs;
- identify and respond to emerging concerns regarding pupils' learning and development;
- implement appropriate adaptations and reasonable adjustments to remove or reduce barriers to learning and participation;
- contribute to the identification, assessment and review of pupils' SEND;
- develop, implement and review SEN Support Plans (SSPs) in collaboration with the SENCO, pupil, parents/carers and relevant professionals, where appropriate;
- implement the provision, strategies and recommendations identified within SSPs, Pupil Profiles, professional reports and EHCPs, where applicable;
- monitor pupils' progress and evaluate the impact of provision through the Assess–Plan–Do–Review cycle;
- work collaboratively with teaching assistants and other adults supporting pupils within their class; and

- maintain effective communication with pupils, parents/carers, the SENCO and relevant professionals.

TEACHING ASSISTANTS AND SUPPORT STAFF

Teaching assistants and other support staff make an important contribution to the effective inclusion of pupils with SEND. They work under the direction of the class teacher, who retains responsibility for the pupil's learning, progress and development.

Teaching assistants and support staff will:

- implement targeted provision and interventions as planned by the class teacher and/or SENCO;
- provide appropriate in-class support while maintaining pupils' access to high-quality teacher instruction;
- implement relevant strategies, adaptations and reasonable adjustments identified within pupils' SSPs, Pupil Profiles and EHCPs;
- provide appropriate feedback to teachers regarding pupils' engagement, progress and response to support;
- promote pupils' independence, confidence and participation, avoiding unnecessary dependency on adult support; and
- undertake relevant training and professional development to support them in meeting pupils' individual needs effectively.

STORING AND MANAGING INFORMATION

St John the Baptist RC Primary School recognises the importance of maintaining accurate, secure and confidential records relating to pupils with Special Educational Needs and/or Disabilities (SEND). All SEND information is managed in accordance with relevant data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, alongside the school's policies and procedures for information governance, confidentiality and records management.

- SEND records, including SEN Support Plans (SSPs), Pupil Profiles, professional reports, assessment information, correspondence and Education, Health and Care Plans (EHCPs), are stored securely using the school's approved electronic and/or physical record-management systems.
- Access to SEND information is restricted to authorised members of staff and relevant professionals who require the information in order to fulfil their role and support the pupil effectively. Information is shared on a need-to-know basis and with appropriate regard to confidentiality, safeguarding and data-protection requirements.
- Staff are responsible for ensuring that information relating to pupils with SEND is handled appropriately and securely. Personal or sensitive information must only be stored, accessed, shared or transferred using school-approved systems and procedures.
- Information may be shared with relevant education, health, social care and other professionals where this is necessary and lawful to support the identification, assessment, planning and provision of support for a pupil. Parents/carers and pupils, where appropriate, will be informed about how their information is used and shared

in accordance with the school's privacy information and data-protection arrangements.

- SEND records are retained in accordance with the school's records retention schedule and relevant statutory and information-governance requirements. Records that are no longer required will be disposed of securely.
- When a pupil transfers to another educational setting, relevant SEND records will be transferred securely and without unnecessary delay to support continuity of provision. The school will ensure that confidential information is transferred using an appropriate secure method and that records are managed in accordance with the school's information-transfer and retention procedures.
- Where SEND information is recorded within the school's safeguarding or pastoral recording systems, access and use of this information will be managed in accordance with the school's safeguarding, data-protection and information-governance procedures.

Further information regarding the collection, storage, retention, sharing and disposal of personal information can be found within the school's Data Protection Policy, Privacy Notices and Records Management/Retention arrangements.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will consider:
 - The progress made by students with SEND at the school;
 - The success of the school at including students with SEND;
 - Any recommendations from Ofsted or the LA about improving practice;
 - Any factual changes, such as names of personnel.

The school is aware of the proposals set out in the Government's 2026 Schools White Paper, *Every Child Achieving and Thriving*, and will review and update this policy as and when any resulting changes to statutory guidance or legislation come into force. Current statutory duties under the Children and Families Act 2014 and the SEND Code of Practice (2015) remain unaffected in the meantime.

ACCESSIBILITY

St John the Baptist RC Primary School is committed to providing an inclusive and accessible environment for all pupils, including those with SEND and disabilities.

- The school fulfils its duties under the Equality Act 2010 and makes reasonable adjustments, where appropriate, to ensure that disabled pupils are not placed at a substantial disadvantage.
- The school maintains and publishes an Accessibility Plan, which sets out how access will be improved over time through:
 - increasing access to and participation in the curriculum;
 - improving the physical environment; and
 - improving the accessibility of information for disabled pupils.

- Further information about accessibility, reasonable adjustments and SEND provision can be found within the school's Accessibility Plan, SEN Information Report and contribution to the Lancashire SEND Local Offer.
- The school values open communication with parents and carers. Parents/carers are encouraged to contact the school to discuss their child's needs, provision or any barriers to access and participation. Appropriate adjustments to communication will be made where required. Parents can contact the school office (01282 771146) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available every morning before school and every afternoon immediately after school without prior appointment.
- Parents/carers may also contact the SENCO via the school's designated SENCO email address: senco@st-john.lancs.sch.uk The SENCO will respond to enquiries within school working hours and within a reasonable timeframe, taking account of existing teaching and school responsibilities.

DEALING WITH COMPLAINTS

St John the Baptist RC Primary School is committed to working in partnership with parents and carers and aims to resolve concerns regarding SEND provision at the earliest appropriate opportunity.

- Where a parent/carer has concerns about their child's SEND provision, they should initially discuss these with the class teacher and/or SENCO.
- Where concerns remain unresolved, parents/carers may raise the matter with the Headteacher and follow the school's published Policy and Procedures for the Handling of Complaints.
- The school aims to address complaints at the earliest appropriate opportunity and, in accordance with the school's Complaints Policy, within 20 school days at the latest.
- Where a concern relates to a Local Authority decision regarding an Education, Health and Care Needs Assessment (EHCNA) or Education, Health and Care Plan (EHCP), separate statutory disagreement resolution, mediation and/or appeal arrangements may apply.

Further information, including the stages and procedures for making a complaint, can be found within the school's Policy and Procedures for the Handling of Complaints.

SAFEGUARDING AND BULLYING

- The school is committed to safeguarding and promoting the welfare of all pupils and recognises that some pupils with SEND may be more vulnerable to bullying, abuse, discrimination or peer-on-peer harm.
- Appropriate support, reasonable adjustments and preventative measures are put in place to promote pupils' safety, wellbeing and inclusion.
- Further information is available within the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy and SEN Information Report, available on the school website.

APPENDIX

List of personnel involved in SEND issues:

POSITION	NAME
Headteacher	Mrs K McKeating
SENCO	Miss S Armstrong
SEND Governor	
Vice Chair of Governors	Mrs Cathy Schofield
Assessment Co-ordinator	Mrs L Baird
Managing Medical Needs Responsibility	Mrs L Baird
Designated Safeguarding Lead	Mrs A Clough
Vulnerable Pupil Champion	Mrs A Clough

Signed: (Headteacher) Date:

Signed: (Chair of Governors) Date:

Next Review Due: Sept 2027