



**St. Anne's R.C. Primary School**

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Headteacher: *Mr. A. Pierce*

# Special Educational Needs And Disabilities Policy

Revised by: Andrea O'Toole

Date for review: July 2026

Signed ..... Chair of Governors

Date .....

# St. Anne's Roman Catholic Primary School

## Mission Statement

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

**St. Anne's - making tomorrow a better day.**

## Introduction

The children, staff, governors and parents/carers of St. Anne's Catholic Primary School believe that every person is created in the image and likeness of God. This belief inspires and encourages the values which are lived out every day in school.

We strive to create a distinctive Catholic ethos which is the result of the confidence and mutual respect of Christian relationships in which prayer, worship and spirituality have a central place.

We are committed to providing equal opportunities for all of our children and continue to develop an inclusive school, respecting the unique qualities that each child has to offer. We hope that every child feels valued and able to develop academically, socially, emotionally and spiritually, to the best of his / her ability.

At St. Anne's Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

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## **1. Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum, in line with the Special Educational Needs Code of Practice.

### **Objectives. The school will:**

- ensure staff members seek to identify the needs of pupils with SEND (Special Educational Needs and Disabilities) as early as possible. This is done most effectively by gathering information from parents/carers, education, health and care services and any previously-attended settings.
- monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Continuously monitor those pupils with SEND (individual teachers, the Special Needs Co-ordinator [SENCo] and the wider Senior Leadership Team [SLT] )will help to ensure that they are able to reach their full potential.
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum, where appropriate. Where a child cannot access the National Curriculum, a specialist curriculum will be put into place that meets the child's needs and supports developmental progress. This will be co-ordinated by the SENCo will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- work with parents/carers to gain an accurate understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Blackburn with Darwen SEND Advisory Service, Educational Psychology, Speech and Language Therapy, ELCAS (East Lancashire Child and Adolescent Service), Clinical Psychology, Community Paediatrics...
- create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals.
- encourage pupil participation in school by wider opportunities such as School and Faith Council, residential visits, school plays, sports teams and a variety of extra-curricular clubs and activities.

## **2. Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Adam Pierce (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Andrea O'Toole (SENCo/Deputy Headteacher)

### **3. Arrangements for coordinating SEND provision**

The SENCo will hold details of all SEND records for individual pupils.

All staff can access:

- The St. Anne's R.C. Primary School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Blackburn with Darwen's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Information related to specific pupils is provided to staff through Learning Passports.

This policy is made accessible to all staff via the school server and parents/carers via the school website in order to aid the effective co-ordination of the school's SEND provision.

### **4. Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the school website to access the admissions policy.

### **5. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

### **6. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for how we aim to enhance this provision further.

### **7. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo, SLT and Governors to agree how the allocation of resources is used. Parents/carers of a child with an Education Health and Care Plan may have the right to request a personal budget for their support. This budget can be used to buy in specialist special educational needs (SEND) and disabled care for all or some of the provision outlined in the EHC plan. In each individual case, the benefits and responsibilities around the personal budget will be discussed with the family so that an informed decision can be made. The Head Teacher will make the final decision about personal budgets. For more information about the personal budget see the finance section of Blackburn's SEND Local Offer website

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Blackburn with Darwen that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Blackburn with Darwen's Local offer can be found at:

<https://www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities>

## **8. Identification of pupils' needs**

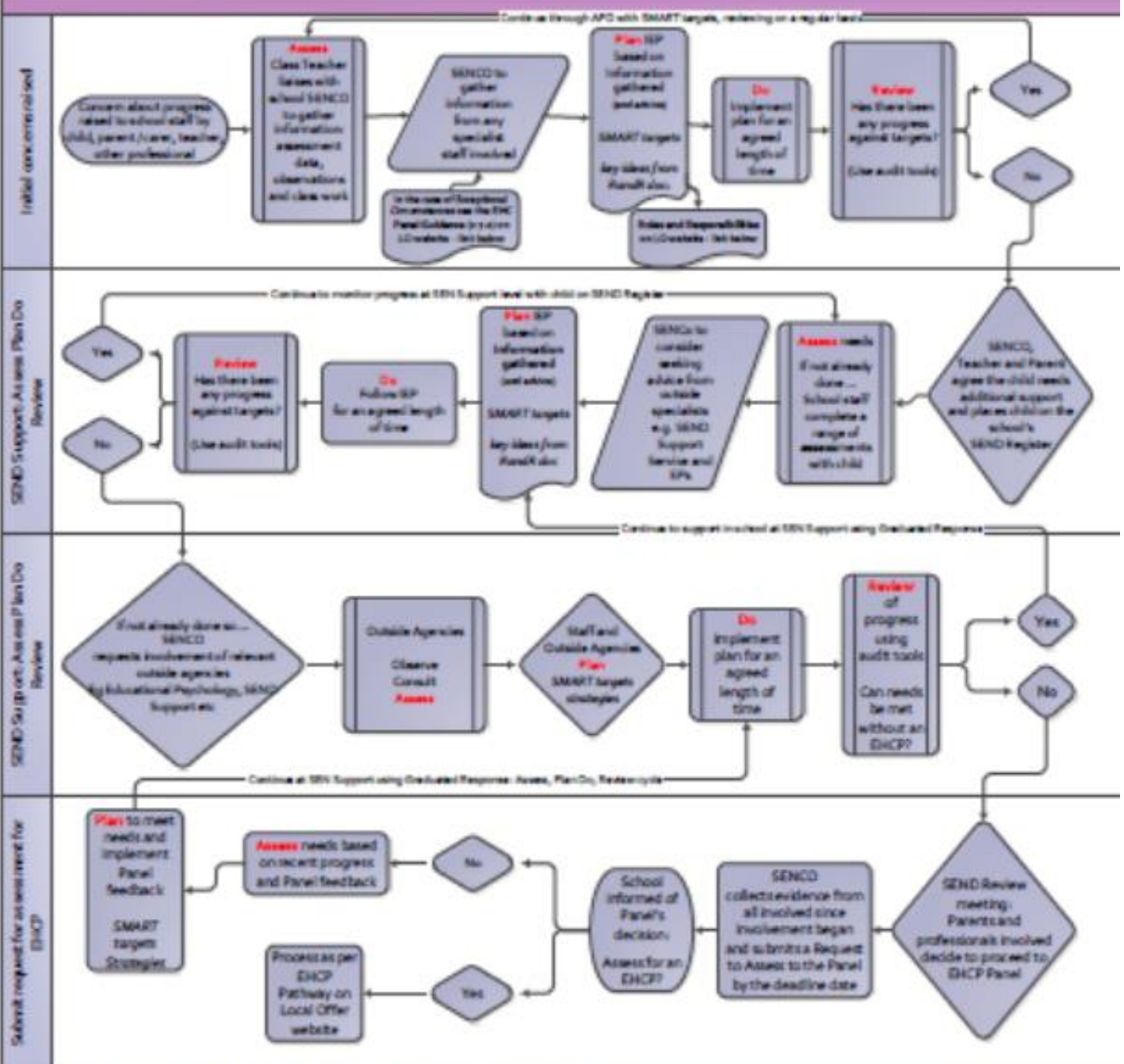
A graduated approach:

**'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'** (SEND Code of Practice 2014)

## School Graduated Response Pathway

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

After Quality First teaching and targeted differentiation in class, the child's needs are addressed via the following process – The Graduated Response.



The Graduated Response is also known as 'The Assess, Plan, Do, Review cycle'.

It is expected that the 'SEN Support' level of this cycle, will have been carried out a number of times before considering making a request to the EHCP panel.

The time scale for each cycle is flexible, but there needs to be time to implement agreed strategies and interventions as well as time for impact to be measured.

See page 17 of the Educational, Health & Care Panel Guidance, version 7.1 - October 2017.

### Links

Document: Education Health and Care Panel Guidance  
<http://www.bwd-localoffer.org.uk/595/blackburn/directory/advice-page?id=8677099446>

Document: The roles and responsibilities of key school staff in meeting the needs of children with SEND  
[http://search3.openobjects.com/media-manager/blackburn/directory/file/roles\\_and\\_responsibilities\\_2017\\_1\\_1.pdf](http://search3.openobjects.com/media-manager/blackburn/directory/file/roles_and_responsibilities_2017_1_1.pdf)

February 2019



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The Code of Practice identifies four broad areas of need: (SEND Code of Practice, 2014)

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Special Educational Need might be an explanation for delayed or slower progress but is not a reason to have low expectations; we make every effort to narrow the gap in attainment between vulnerable groups of learners and others and to ensure that children with SEND meet their potential.

**Note:**

English as an Additional Language (EAL) alone is not considered a Special Education Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, mental health issues or difficulties within the family for which support needs to be given.

**9. High Quality Teaching**

The need of children/young people for 'SEND support' is based on the assumption that they are already receiving 'high quality teaching that is adapted and personalised [to] meet the individual needs of the majority of children and young people' (0-25 SEND Code of Practice, section 1.24).

The 0-25 SEND Code of Practice states:

'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

High Quality Teaching involves:

1. Highly focused lesson design with sharp objectives;
2. High demands of pupil involvement and engagement with their learning;
3. High levels of interaction for all pupils;
4. Appropriate use of teacher questioning, modelling and explaining;
5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
6. An expectation that pupils will accept responsibility for their own learning and work independently;
7. Regular use of encouragement and authentic praise

- Any pupils who are falling significantly outside the range of expected academic achievement and/or progress will be monitored using our school assessment procedures.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Specific assessments may be carried out.
- Through this, it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parents/carers' evenings.

## **10. SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the child will be added to the SEND register with verbal permission from parents. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review  
(APDR)

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Each child at SEND Support level of intervention will have an APDR plan which is shared with parents/carers and the pupil.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

### **Plan**

Planning will involve consultation between the teacher and SENCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour

that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo in consultation with any external agencies as and when required.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, supported by the SENCo where necessary, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

## **11. Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Send Support Service.
- Educational Psychology Service
- Parent Partnership Services
- School Nurse
- Social Services
- Speech and Language Service
- Occupational Therapist Service
- Specialist Teacher Services
- Specialist Outreach Services
- Paediatricians
- Other medical services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

Blackburn with Darwen's Local offer can be found at:

<https://www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities>

or by contacting the Blackburn with Darwen Special Educational Needs & Disability (SENDD) Information, Advice & Support Service (SENDDIASS) on (01254) 503049.

### **Education, Health and Care Plans (EHC Plan)**

- Following Statutory Assessment, an EHC Plan will be provided by Blackburn with Darwen Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **12. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting although some pupils benefit from short sessions in other settings such as our sensory room, prayer room or even outside. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the local cluster group. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **13. Inclusion of pupils with SEND**

The Head Teacher and SENCo oversee inclusion and are responsible for ensuring that it is secured effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice as appropriate, around individual pupils, from external support services.

### **14. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of a discussion and through meetings with parents/carers. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. APDR plans and interventions are evaluated and adapted half-termly. Parents and pupils are invited to share their views termly using the Pupil/Parent Voice record but are also able to discuss this informally with school staff when a need arises.

## **15. Supporting pupils in school with medical conditions**

At St. Anne's RC School we recognise that pupils with medical conditions should be properly supported in order that they have full access to an education, including school trips and physical education. Children with medical conditions will have a care plan in place in school if the school nurse deems this appropriate. This plan is drawn up in partnership with the parents/carers, school, school nurse (and/or other medical professionals) and where appropriate, the child. These plans are regularly checked and kept up to date. All staff are familiar with the children in school who have specific medical conditions and are fully aware of how those children should be looked after both on a day-to-day basis and in the case of a medical emergency. Any specific training required to deal with a particular medical condition is delivered to all staff and many staff are first aid trained. Medication is kept in a central location and there are procedures in place for the administration of any medication held in school. 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 children with medical conditions may also have special educational needs and may have an Education, Health and Care plan which brings together health and social needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

## **16. In-service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND-focused external training opportunities for all staff. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **17. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Head Teacher and SENCo who will then inform the child's parents/carers.

## **18. Working in partnerships with parents/carers**

At St Anne's Primary School we believe that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **19. Links with other schools**

The SENCo works in partnership with the local SENCos and attends termly Blackburn With Darwen SENCo Cluster meetings. This enables the schools to build a bank of joint resources and to share advice, training, development activities and expertise.

## **20. Links with other agencies and voluntary organisations**

St Anne's RC School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Authority's Psychology Service
- Parent Partnership Services
- School Nurse (Class teacher also liaises)
- Social Services (Headteacher or CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Occupational Therapist Services ( Class teacher also liaises)
- Specialist Teacher Services
- Specialist Outreach Services
- Charities such as InDiGo, Action for ASD, ADHD North West

## **21 Roles and Responsibilities**

### **Headteacher**

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator.
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - a) analysis of the whole-school pupil progress tracking system
  - b) maintenance and analysis of a whole-school provision map/additional needs register.
  - c) pupil progress meetings with individual teachers
  - d) regular meetings with the SENCo
  - e) discussions and consultations with pupils and parents/carers

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of SEND pupils on school SEND register
- identifying on this register a list of pupils with special educational needs – those at SEND support and those with EHCPs
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting SEND pupils
- overseeing the records on all children with Special Educational Needs

- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP
- complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 SEND pupils or pupils that enter/ leave the school during the school year
- monitoring the school's system for ensuring that APDR Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of additional interventions for learners with special educational needs
- in co-operation with the class teacher, review and revise targets for all SEND pupils with an APDR plan
- liaising and consulting sensitively with parents/carers and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCo network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support SEND pupils
- The SENCO is also the school's designated teacher for Looked After Children in order to ensure that the school provides effective support for children who are looked after by the local authority and have SEN.

### **Class teacher**

By liaising with the SENCo to agree:

- which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an APDR Plan to address a special educational need (this would include pupils with EHCPs)

Securing good provision and good outcomes for all groups of SEND pupils by:

- ensuring they are providing High Quality Teaching
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".

## **22. Safeguarding**

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if they are being harmed or at risk of harm.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

The SENCo will ensure that all Child Protection and Safeguarding policies and procedures are examined through the lens of SEND and that staff are aware of the possible additional risks to children with SEND. The Safeguarding procedures remain the same as for all children but as a setting, we will have high levels of vigilance around our children with SEND and their safety.

### **23. The Engagement Model**

From September 2021, there is a statutory requirements to use the engagement model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). It describes best practice on how to use the engagement model, to support teachers and staff involved in assessing the progress of these pupils. The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. The model combines a formative and summative assessment approach. It should be used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time. Schools are not required to submit data to the Department for Education (DfE) about the achievements and progress of each pupil. However, schools must report which primary-aged pupils are being assessed using the engagement model.

### **24. Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the head teacher. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **25. Reviewing the SEND Policy**

This policy will be reviewed every four years, sooner if the need arises.

### **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents/carers or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework September 2019

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010  
Children and Families Act 2014

Signed:   
**SENCO/Deputy Headteacher**

**Date: July 2025**