



**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 2027

# 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 their 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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## 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 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]) to help 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 and 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 practises 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 co-ordination 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).
- The SENCo, Andrea O'Toole, is a qualified teacher and is the holder of the National Award for Special Educational Needs Coordination (NASENCo).

### 3. Arrangements for co-ordinating 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 passports, 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.

### Records and data protection

SEND records are stored securely on the school's information systems and any paper records are kept in locked storage. Access is limited to staff who require the information for legitimate educational purposes. The school processes and retains SEND records in line with its Data Protection Policy and statutory retention guidance. Parents/carers may request access to their child's records; such requests will be handled in accordance with the school's Subject Access Request procedure.

### 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.

The school will not refuse admission to a child on the basis of SEND and will endeavor to make reasonable adjustments where required.

### 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 the school's budget which equates to the notional £6,000. For those with the most complex needs, additional funding (High Level Needs / High Needs Top Up) 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 will then be the responsibility of the SENCo, SLT and Governors to agree how the allocation of resources is used.

Decisions about personal budgets linked to an Education, Health and Care (EHC) plan are managed by Blackburn with Darwen Council as part of the statutory EHC process. Parents may request a personal budget as set out in the EHC process. The school will support families to make such requests and will participate in discussions about how any agreed personal budget is used, but final decisions about the allocation of any personal budget rest with the local authority and the arrangements set out in the EHC plan.

The SEND Local Offer is a resource designed to support children and young people with SEND and their families. It describes the services and provision available both to those families in Blackburn with Darwen that have an EHC Plan and those who do not have a plan but still experience SEND.

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)

The Code of Practice identifies four broad areas of need:

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. The school uses an initial language baseline for pupils new to EAL to identify language proficiency, set targeted language support and review progress within a defined timescale. EAL pupils are monitored closely to distinguish language acquisition from potential SEND and ensure early identification of any additional needs.

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. Where it is determined that a pupil has SEND, parents/carers will be informed and the child will be added to the school's SEND register. A dated record of the discussion will be retained on the pupil's file (CPOMs).

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. APDR plans are reviewed at least termly. Reviews will be attended by the class teacher, SENCo, parents/carers and the pupil where appropriate. 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.

## II. 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 Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCo
- 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. When requesting a statutory EHC needs assessment, the school will normally submit evidence that includes a minimum of three cycles of APDR with clear measures of progress, records of external agency input where relevant, standardised assessment outcomes where available, and a summary of multi-agency involvement. 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 (SENDIASS) 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 relevant professionals.

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

All pupils, including those with SEND, have access to a broad and balanced curriculum. Where appropriate, pupils may access a specialist / modified curriculum pathway. Subject leaders and the SENCo work together to ensure differentiation, reasonable adjustments and access arrangements for assessments and tests are provided where applicable.

### 13. Inclusion of pupils with SEND

We are committed to providing equal opportunities for all pupils. Pupils with SEND are encouraged to participate in all school activities, including trips, residentials and extra-curricular clubs. Adjustments necessary to enable participation (additional staff, communication supports, individual risk assessments) will be arranged in advance.

#### 14. Evaluating the success of provision

The school evaluates SEND provision through:

- termly APDR records and tracking of outcomes;
- termly SENCo report to governors (numbers on SEND register, progress summary, EHC requests, staff CPD, budget spend);
- monitoring of in-class practice and differentiation by subject leaders and senior leaders;
- Pupil Progress Meetings
- annual review of the school's SEND Information Report and Accessibility Plan.

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

Pupils with medical conditions are supported in line with the school's Medical Conditions policy. Where a pupil has both medical and SEND needs, the SENCo will work with the DSL, health professionals and parents to produce appropriate care plans, emergency procedures and staff training.

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

The school provides regular CPD to develop staff expertise in inclusive practice. The SENCo has allocated time and resources to fulfil the role and lead staff development. Records of training and impact are maintained.

#### 17. Links to support services

The school works with a range of external services including:

- Blackburn with Darwen SEND Advisory Service;
- Educational Psychology Service;
- Speech and Language Therapy;
- East Lancashire Child & Adolescent Service (ELCAS) / Clinical Psychology;
- Community Paediatrics;
- Occupational Therapy;
- Specialist Teacher Services and outreach teams;
- School Nursing Team.

Contact details and local resources are published in the school's SEND Information Report and on the Blackburn with Darwen Local Offer.

#### 18. Working in partnership with parents/carers

Parents/carers will be involved at every stage of the APDR cycle. Early discussions are structured to develop a good understanding of the pupil's strengths and difficulties, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of early discussions will be added to the pupil's record and provided to parents. Parents will be signposted to Blackburn with Darwen SENDIASS for independent advice (SENDIASS: 01254 503049).

## 19. Links with other schools

We maintain links with local schools for moderation, transition planning and to share best practice. The SENCo liaises with receiving secondary or further education providers to plan transitions for pupils with SEND.

## 20. Links with other agencies and voluntary organisations

We engage with health and social care services and voluntary organisations to support multi-agency planning for pupils with SEND. The school will participate in early help and Team Around the Family approaches where appropriate.

## 21. Roles and responsibilities

- Governing body: responsible for setting the strategic direction for SEND policy, ensuring the school uses its best endeavours to secure special educational provision and that the SEND Information Report and Accessibility Plan are published.
- SEND Link Governor: [Wendy Parsons]. The Link Governor meets the SENCo termly, reviews the school's SEND Information Report and receives termly reports on SEND provision and outcomes. The Link Governor reports to the governing body.
- Headteacher: overall responsibility for statutory obligations and resource allocation.
- SENCo: day-to-day co-ordination of SEND provision, maintaining records, liaison with staff, parents and external agencies, and preparing reports for governance.
- Class teachers: responsible and accountable for the progress of all pupils in their class, including those receiving additional support. Teachers implement APDR plans and differentiation.
- Support staff: support class teachers in delivering agreed interventions and record impact.

## 22. Safeguarding pupils with SEND

The school's Safeguarding policy applies to all pupils. The Designated Safeguarding Lead(s) work closely with the SENCo to ensure safeguarding arrangements are adapted where necessary to meet the needs of pupils with SEND (for example, where communication needs require different approaches to welfare interviews or disclosures). Additional vulnerabilities that may increase risk are considered in safeguarding plans and reviews.

## 23. The Engagement Model and Cherry Garden

For pupils working below the standard of national curriculum assessments and assessed using the Engagement Model, the school will maintain appropriate records of progress using the approved engagement criteria and include these in APDR reviews. St Anne's use Cherry Garden to assess and plan for pupils working below national curriculum.

## 24.Complaints

Parents/carers who have concerns about the school's SEND provision should follow the school's complaints procedure (published on the website). In addition, parents may contact Blackburn with Darwen SEND Information, Advice and Support Service (SENDIASS) for independent information and support: 01254 503049. Parents also have statutory rights of appeal relating to EHC decisions and school placement which are described in the EHC process and on the Local Offer.

## 25.Reviewing the SEND Policy

This policy will be reviewed by the SENCo and governing body annually or sooner if statutory guidance changes. The next scheduled review: July 2027. A version history of substantive amendments is maintained at the end of the policy.

## Useful contacts and links

- Blackburn with Darwen SEND Local Offer: Blackburn with Darwen Council website (link on school website).
- Blackburn with Darwen SENDIASS: 01254 503049.
- SEND Code of Practice (0-25 years) and other statutory guidance (references available in school files).

Headteacher: Mr A. Pierce

SENCo: Andrea O'Toole

Chair of Governors: [Wendy Parsons]

Date: [To be approved 8<sup>th</sup> September 2026]