

# SEN policy

## Coates Lane Primary School



**Date of Policy:**  
September 2024

**Person Responsible:**  
Mrs Emily Robinson

**To be reviewed:**  
Annually

**Next review due by:**  
September 2025

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### 1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Coates Lane Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing each child with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We aim to raise the aspirations and expectations of all pupils including those who have SEND, therefore we foster an ethos that focuses on outcomes.

#### Aims

- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
  - We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's needs. This ensures that all children have a full access to the school curriculum.

- We aim to close and remove the gap in attainment between students with special educational needs and other groups of learners to ensure that all students realise their full potential
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- We strive to make a clear distinction between “underachievement” and special educational needs. • Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will have special educational needs and this may lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils.

This policy forms part of the schools SEN Information Report which can be found on the schools website: [www.coateslane.lancs.sch.uk](http://www.coateslane.lancs.sch.uk)

## **2. Legislation and guidance**

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## **3. Graduated Approach to SEN Support**

At Coates Lane Primary School we adopt a graduated approach to SEN where a number of steps are taken before students are added to the SEN register.

We recognise that it is the role of the class teacher to provide for every pupil's individual needs and steps to ensure that pupils have appropriate adjustments and

good quality personalised teaching should always be undertaken before pupils are considering as having SEN.

We comply with the Code of Practice 2015 and children are only identified as having SEN if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching put into place. If students do not make adequate progress as a result of quality-first teaching then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

Assessments which can be carried out were mentioned in the previous section and are linked to the pupils presenting difficulties to ensure a complete picture is achieved. Parents/carers and the child are fully informed and communicated with through this assessment process. Once an accurate assessment is completed, a decision is made whether to add the pupil to the SEN register at SEN support level. Where the decision is made not to add the pupil, the SENCO will send suggested strategies and adjustments to all staff and provide support for the parent/carer and child.

Where the decision is made to add the pupil to the SEN register, parents/carers and the child are invited in to meet with the SENCO and create a plan for support based on the child's individual needs called a Pupil support plan or PSP for short. The School adopts a pupil-centred planning approach and the child is fully involved in the decision making regarding their support. As a result of this meeting the pupil will have a PSP (written with the help of the Class Teacher.) and an action plan which identify long and short term outcomes for the pupil as well as the support in place to ensure they meet them. This is then communicated to all staff working with the pupil to ensure consistency of approach. Support is then put in place and a review date set. Parents/carers and the child are invited to the review process and pupils are re-assessed to see if they have made progress towards their outcomes. The action plan will then be reviewed and new outcomes identified if students have been successful. Where students have not made progress then an increased level of support will be put in place as part of the graduated approach. This process then continues throughout the year.

The levels of support a student receives as part of the graduated approach are as follows:

- High quality-first teaching.
- Students are now entered onto SEN register with a Pupil Support Plan (PSP)
  - Support could include: T.A. in-class support; withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis.
- Students receive support from outside agencies and their suggestions are adopted and communicated to all staff and the parents/carers.

- EHA (Early Help Assessment) process MAY begin. An EHA is a shared assessment tool for use across all children's services in England. It helps in the early identification of needs of children and young people and promotes a coordinated approach on how those needs should be met. It covers all aspects that affect a child's development, from health, education and social development, through to housing and family relationships.
- An EHA is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people. It enables information sharing between professionals but in regard to SEN this is always discussed and agreed with parents when the EHA form is completed.
- A TAF (Team Around the Family) meeting is where a multi-agency response has been identified from the EHA assessment and plan. It is an opportunity for family and practitioners to discuss how additional needs can be met.
- A request could be made to the L.A. for an Education, Health and Care Plan (EHC Plan) and support is received through high needs funding.

#### **4. Roles and responsibilities**

##### **4.1 The SENCO**

The SENCO is **Emily Robinson**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### 4.2 The SEN governor

The SEN governor **Julie Bryan** will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### 5. Monitoring arrangements

This policy and information report will be reviewed by SENDCo Emily Robinson and David Toddington Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **6. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality policy
- Medical policy

### **The local authority local offer**

Our contribution to the local offer can be found on the school website [www.coateslane.lancs.sch.uk](http://www.coateslane.lancs.sch.uk)

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

Our local authority's local offer is published here: [Special educational needs and disabilities - local offer - Lancashire County Council](#)