Medlar-with-Wesham

C of E Primary School

Special Educational Needs and Disabilities Policy

Reviewed July 2026

Our Mission Statement

We are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God.

'Whatever you do, in word or deed, do everything in the name of Lord Jesus' Colossians 3:17

Our school has undertaken a review of its policy and provision to meet the new requirements for SEND in line with the SEND Code of Practice effective from 1 September 2015.

This policy is written in line with the mission statement at Medlar-with-Wesham Church of England Primary School.

Medlar-with-Wesham CE Primary School is a place of learning in which each individual is encouraged to fulfil their own, unique potential. We are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God. Our faith touches every part of our school life, and we try to be a community which has Jesus at the heart of all that we do.

Named personnel with designated responsibility for Special Educational Needs

Academic Year	**Special Educational Needs Coordinator (SENCO)**	**SENCO Line Manager**	**SEND Governor**	**Chair of Governors**
2026 - 2027	Mrs Rachel Marsh 01772 682836	Mrs Claire Panther *(Head teacher)*	Mrs Elizabeth Bickerstaffe	Mrs Marjorie Towers

POLICY INTRODUCTION

In keeping with the ethos of the school, we recognise that each child is a gift from God with his or her own needs. This Policy follows our Mission Statement of "More than I am" and the school aim of enabling every child to fulfil their potential.

The emphasis is on a whole school approach, and as such all members of staff have a responsibility for providing every child with a broad, balanced and relevant curriculum, which is differentiated, as far as possible, to meet the needs of each child. A teacher will seek help and support from the SENDCo when required to meet the exact needs of some children. We aim to

ensure that the school and parents do everything possible to ensure that every child is included fully in all aspects of school life and is happy, well-motivated and achieving success in all that they do.

Legislative Compliance

This policy complies with the guidance given in *Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).* It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- *SEND Code of Practice 0-25* (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
- *Ofsted Section 5 Inspection Framework* January 2014
- *Ofsted SEND Review* 2010 "A Statement is not enough"
- *Equality Act* 2010
- *Education Bill* 2011
- *Children and Families Act* 2014

The policy has been created as result of staff discussion and has full agreement of the Governing Body.
The implementation of this policy is the responsibility of all the teaching staff.

Policy prepared by the SEND Co-ordinator: Mrs Rachel Marsh
SEND Governor: Mrs Elizabeth Bickerstaff

Reviewed and updated: July 2026

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---------- Aims and Objectives ----------

Aims

- Medlar with Wesham CE Primary School aims to ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.

- 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 the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- To work together as a team to provide the best for learners with specific educational needs, i.e. child, parents, teachers, SEND Co-ordinator, Head Teacher, Governors, Teaching Assistants and other support services.
- To involve the child in the decision making and the evaluation of their progress wherever appropriate, so that their views, wishes and feelings are voiced in order to give them greater choice and control over the support that they receive.
- To ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEND pupils.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are EAL as part of our 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. These will be provided, initially, through additional support funded from the devolved school's budget.

Objectives for 2026-2027

To achieve these aims and to ensure that all children with special educational needs achieve their full potential and make progress, we will:

1) **Ensure that all pupils participate in their learning and increase the number of decisions they make about their learning as they move through school.**

Over the next year our target in this area is:

- **All children in school need to be aware of their own learning needs and their targets for improvement. They MUST be involved, as far as their age/ ability allows, in the decision-making process and the review of their progress.**
- **Throughout the year, children meet with subject leaders to discuss their understanding and enjoyment of topics covered. They also discuss any areas of difficulty, what they are hoping to achieve in the subject and how they are going to achieve this**

2) **To ensure that the children on our SEND register have unrestricted access to high quality teaching and learning and are making expected progress against their targets**

Over the next year our targets in this area are:

- **The SENDCo to conduct 'learning walks' throughout school to monitor access. The SENDCo will then give verbal feedback to class teachers and support them if adaptations need to be made**
- **To use an assessment tracker to accurately track each child's progress so that steps can be made to provide extra support a child if a child is not on track. The tracker will list any in-school interventions and outside agency support**
- **Children's mental health and well-being will be tracked to ensure that they have the correct level of support with this and that it is not forming a barrier to learning**
- **Staff to begin to use Pre-Key Stage Standards to assess children who are not accessing the more formal methods of testing so that the small steps of progress a child makes can be monitored and assessed**
- **SENDCo to work to support the delivery of interventions of children with an EHCP**

3) **To closely monitor the attendance of pupils with SEND.**
   - **To track the attendance % of pupils with SEND against non-SEND children and address any discrepancies**
   - **Attendance led to monitor attendance and contact parents/ carers if there is an absence (day 1)**
   - **Persistent absence is noted by attendance lead and a letter is sent home to voice the concern. Contact made with parents/ carers and a meeting will be held to discuss the reasons or causes of the persistent absence. If the persistent absence is the result of issues relating to the child's SEND, then action will be taken in school to support the child overcome this barrier**

---------- **Identifying Special Educational Needs** ----------

Categories of Need

Children will have needs and requirements which may fall into at least one of four areas. Many children will have inter-related needs. The areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health
- Sensory and/or Physical
- Independence and Self-Help

Whilst these five categories of need broadly identify aspects of primary areas of need for children and young people, at our school, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Identification and Assessment

Medlar with Wesham CE Primary School recognises that early identification is essential. We identify children with SEND as early as possible, through contact with Early Years settings and visits made to them, liaison with parents at initial school visits and observing the child during these visits and by teacher assessment at the start of the Early Years Foundation Stage.

In fact, any of the following may trigger a concern:
- Parents/carers
- The pupil

- Class teachers (monitoring cognition and learning, communication and interaction skills, social, emotional and mental well-being, physical and sensory preferences and age-appropriate independence and self-help skills
- Teaching assistants who will relate their concerns to the class teacher
- Records transferred from other schools- both written and spoken
- Support services

When a class teacher identifies a child with SEN, they should plan and provide interventions that are additional to or different from those being delivered by first-class high-quality teaching. There is often the expectation that one-to-one adult support will be given to children who have been identified as having special educational needs. This may not be the most appropriate way of helping the child. A more appropriate response may be the use of different teaching materials/ equipment, more support from an adult in class either individually or in a small group, peer-to peer learning, additional pre- and post- learning of a subject or the re-modelling of learning plans following the assessment of their effectiveness.
Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment (for details of assessments used at each phase please refer to our Assessment Policy). Children with SEND may be identified at any stage of this process during their school life.
If the child still does not make progress over a measured period and is substantially below expected levels of attainment or has behavioural and or emotional needs which are affecting their own or the learning of other children in the class, school may seek the advice of external support services.

In addition to school assessments, we occasionally request additional diagnostic assessment from outside agencies. These are dependent on the needs and requirements of the individual pupil. Both the child and their parents need to be fully involved in the identification and assessment process.
All this aims to decrease the gap between students with special educational needs and their peers. The school also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2015. In accordance with the Code of Practice 2015, the school will not identify negative behaviour as a special educational need. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a specific need which we will be able to recognise and identify clearly, for example a social or emotional difficulty.

---------- **SEND at Medlar with Wesham CE Primary School** ----------

A Graduated Approach to SEND

At Medlar-with-Wesham CE Primary School, we adopt a graduated approach to SEND; where several steps are taken before students are added to the SEND register. As previously stated, the school ensures that the high-quality first-class teaching is a key element to all lessons. 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 are always undertaken before we will consider pupils as having SEND.

We comply with the Code of Practice 2015 and pupils are only identified as having SEND if despite differentiated high quality teaching, they do not make adequate progress once they have had *all* the interventions, adjustments and high-quality, personalised teaching put into place. If pupils do not make adequate progress, then they 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 SEND register at SEN Status level. Where the decision is made not to add the pupil, the SENDCo will send suggested strategies and adjustments to the class teacher working with the child and provide support for the parent/carer and child. Where the decision is made to add the pupil to the SEND register, the class teacher, with the support of the SENDCo, will plan an Individual Pupil Plan (IPP) for them and the child will be listed as SEN Support on our school records. Once the IPP is created, parents/carers and the child (where appropriate) are invited to discuss the targets that have been set and the strategies that will be implemented to support the child's individual needs. As a result of this, the pupil will have an IPP which is a working document that identifies the short-term targets for the child, as well as the support in place (the provision) which will ensure that they work towards and ultimately meet these targets. These targets are then communicated to all staff working with the pupil to ensure consistency of approach. Support is put in place and targets and progress are reviewed on a regular basis to ensure that the IPP is effective.

Parents/carers and the child will be kept up to date on the progression towards the personal targets. The IPPs will be reviewed termly, and new outcomes will be identified (if required) if pupils have achieved their original targets. Where pupils have not made progress, different strategies will be put in place as part of the graduated approach. This process then continues throughout the year.

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

- High-quality first-class teaching which is appropriately differentiated
- Extra support, which could include: Teaching Assistant (TA) in-class support, withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis
- Pupils may receive support from outside agencies and their suggestions and strategies are adopted and communicated to all staff and the parents/carers
- EHA (Early Help Assessment) process **may** begin. The EHA is a shared assessment tool for use across all children's services in England and is completed by the parents in conjunction with the SENDCo. It helps in the early identification of needs of children and young people and promotes a coordinated approach to 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. The EHA is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people and enables information sharing between professionals. The EHA can be instigated by school or by an outside agency
- An Early Help/ TAF (Team Around the Family) meeting is where a multi-agency response has been identified from the EHA and plan. It is an opportunity for family and practitioners to discuss how additional needs can be met and if further outside support is required. TAF meetings also enable the progress being made towards achieving the identified needs to be monitored

- A request could be made to the L.A. for an Education, Health and Care Plan (EHC Plan) so that support can be received through high needs funding

Education, Health and Care Plans

If a child has lifelong or significant complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child are such that a multi-agency approach is needed.

Information from a variety of sources, including parents/carers, teachers, the SENDCo, social care and health care professionals is combined to create a request for an Education, Health and Care (EHC) Plan assessment. If it is decided that the child's needs are not being or cannot be met by the support that is ordinarily available, an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan and can appeal if the application is unsuccessful. Once the plan has been agreed it will be reviewed annually (six monthly in EYFS). If it is felt by the school or the parents that the EHCP is not meeting the child's needs, then an early or emergency review can be called. The link educational psychologist and a member of the Inclusion Team (usually the SENDO) would be asked to attend in this event.
Parents/carers and the child are fully involved in every step of this graduated approach and the school meets with parents/carers twice a year to discuss progress during a parents'/ carers' evening, as well as each term to review/ develop their IPP. Where a child has an EHC plan, parents/ carers will also be asked to attend the annual review meeting. In addition to this, parents/carers are encouraged to contact the SENDCo at any time during the year where they have questions or concerns through the school office. The SENDCo is also available for drop-in sessions during parents' evenings.

Managing Pupils' Needs on the SEND Register

Where pupils are added to the SEND register, they will be added at SEN Status level. If the child has an IPP, this is then recorded as SEN Support level.
There are different tiers of intervention at Medlar-with-Wesham CE School:

- High-quality first-class teaching which is differentiated
- TA support in lessons in a small group
- TA withdrawal sessions in a small group
- For those children where small group support is insufficient for the pupil to make progress, a more individual programme may be developed

Where the school cannot meet the needs of the pupil through its own provision arrangements, we will engage additional support and specialist services. Further assessments may be necessary to identify which specialist service is required and then the appropriate referral paperwork is completed and submitted. It is the school's aim that parents/carers and pupils (where appropriate) are fully involved in all stages of this referral process.
Where pupils are identified as no longer needing to be on the SEND register, parents/carers and the pupil will be informed, providing the opportunity for any concerns to be aired and solutions worked towards. It is the school's aim that the SENDCo will then provide strategies to all staff regarding

differentiation for the child in lessons to ease this transition. The class teacher, who is responsible for the pupil, should arrange a review date to monitor the pupil's progress in the initial stages.

Provision

The school follows the National Curriculum. However, there are several specialist provisions available for pupils who need additional support to access mainstream education. The school uses information from Early Years' providers and parents, alongside our own baseline assessments carried out on entry, to identify pupils with additional needs. pupils may access support from several internal and external services.

Internal Provision:

- The curriculum is differentiated and tracked back to ensure progress in the acquisition of basic skills
- There is a provision which provides targeted intervention for social skills development and communication
- English intervention including additional phonics interventions
- Maths intervention
- Speech and Language intervention-using care plans written by NHS SALTs

External Provision:

- Specialist teachers for hearing impairment, visual impairment, behavioural, social and emotional needs, Inclusion and Engagement, Autistic Spectrum Condition and Speech and Language therapists
- Educational Psychology Service
- Health Care Professionals (including the school nurse)
- Social Care Professionals
- At Y6 transition the SENDCo provides information on request to the local feeder secondary schools about children with SEND who have chosen to go there and to specialist settings.

Training and Resources

- SEND provisions are funded through Block Funding, Pupil Premium (for pupils also on the Pupil Premium register) and High Needs Funding.
- Training needs of staff and the school are identified through the School Development Plan, performance management reviews and individual pupil needs e.g. Training for pupils with ASC.
- All staff attend regular meetings once a week after school, covering a range of areas including SEND.
- All teaching staff to attend INSET days (non-teaching staff may also be required to attend)
- The SENDCo will access CPD as necessary and attend cluster meetings and courses run by the Local Authority and medical services.

---------- **Roles and Responsibilities** ----------

The Head Teacher and Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2015.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the school's SEND policy, information report and contribution to the local offer.
- Mrs Elizabeth Bickerstaffe is the current Governor with responsibility for SEND. She has regular contact with the SENDCo and the Senior Leaders of the school, to keep up to date with, and monitor the school's SEND provision and reports back termly to the full governing body.
- The member of staff responsible for child protection, pupil premium and looked after children is the Head Teacher.

The SENDCo

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will be responsible for the following:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- The SENCo will lead INSET sessions for the school staff on specific SEND issues.
- Working alongside class teachers to review the existing IPPs of the children in their class in December, March and July and to plan and implement the new IPP

Class Teachers

- Every teacher is a teacher of every child or young person, including those with special educational needs
- It is the duty of the class teacher to provide a high level of quality-first teaching
- Class teachers must ensure that all children are included in every aspect of school life. For children with SEND, inclusion may require discussions with parents/ carers and pre-planned adaptations being made to an activity so that they can participate fully and safely

- Class teachers, along with TAs have responsibility for evidencing progress according to the outcomes described in the plan
- Class teachers to meet with parents of pupils who have IPPs each term to review the profile document. Achievements will be celebrated, and any ongoing or new issues of concern will be discussed
- The class teacher liaises with SENDCo, SLT, support staff and parents for those children on the SEND register.

Teaching Assistants (TAs)

- Some TAs are trained to deliver specific interventions
- All TAs are expected to deliver quality provision, under the guidance of the class teacher and SENDCo.
- Training to meet the needs of TAs is arranged according to whole school and individual pupil needs
- TAs are encouraged to discuss issues relating to SEND with the SENDCo. Where individual and group training needs are identified of support staff, the SENDCo or head will facilitate training.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy
- In line with the SEND Code of Practice, the class teacher is the first port of call for the TAs to discuss issues relating to pupils with SEND. The SENDCo may be involved where further advice or discussion is needed
- Monitoring suggests that where strong liaison between class teacher, TA and the SENDCo exists, the needs of the pupil are met more effectively.

----------Storing and Managing Information ----------

Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents/carers, the Head or the SENDCo, unless the school has safeguarding concerns.

The SEND File for each class will contain EHCPs, IPPs and intervention records. This file is kept in the classroom but is not accessible to the pupils

The SEND register and assessment data is held electronically on the school's network, which cannot be accessed by the pupils.

When information needs to be disposed of (e.g. removal from the SEND register, changes to circumstances), the school confidentially disposes of such data on request.

----------Accessibility ----------

The school is committed to providing accessibility for all stakeholders which evolves with the community's changing needs.

What the school provides:

Medlar with Wesham CE School is a split site school. From September 2026, the main building will house EYFS/ 1, Years 1/ 2 and Years 3/ 4 Year 5 and Year 6 will be housed in the Pavilion which is a separate building situated at the end of Church Road. Forest School sessions take place in a designated area behind the Pavilion. The after-school club is based in the main building. Both buildings have disabled access and there is a disabled toilet at the Pavilion. There is a shower in the main building.

Furniture throughout school is at a suitable height appropriate to the age group of children working in the classrooms. School works closely with occupational therapy to ensure that adaptations can be made if required.

All information regarding the school is available from the main office or school website.

A range of IT programmes are used to support children with SEND.

Admissions

Pupils with SEND will be admitted to Medlar-with-Wesham CE School in line with the school's admission policy. The school also follows the guidance of the statutory requirements of the SEN and Disability Act:

'Schools have duties under the Equality Act 2010 towards individual disabled children and young people. They ***must*** *make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.'* (SEND Code of Practice: 0 to 25 years, 2015)

Evidence relating to Medlar-with-Wesham's commitment to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs and the positive action being taken in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the school, can be viewed on the school's Accessibilty Plan.

---------- **Dealing with Complaints** ----------

The Head, SENDCo and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the SENDCo where the issues can then be discussed and addressed. Should this not resolve the matter and if there is still cause for complaint, it will be forwarded to the head teacher. If no resolution has been met, then parents/carers should put their complaint in writing to the Chair of Governors and the correct

procedures will take place in accordance with the school complaints procedure. If parents are still not satisfied, then they can request support from the Lancashire Parent Partnership for confidential advice and support. They can be contacted on: 0845 6014284.

----------Reviewing the Policy ----------

Evaluating the success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible
- Making use of good practice in planning for, teaching and assessing children with SEND
- Regularly reviewing of the child's progress against targets set
- Providing additional intervention if progress is not adequate
- Receiving appropriate funding from the LEA to support pupils' needs
- Considering the wishes of the child at an appropriate level
- Having a positive and effective partnership with parents
- Encouraging a multi-disciplinary approach whenever possible

The SEND policy will be reviewed annually, or in response to Government or LA initiatives/incidents, by the governing body, school leaders and the SENDCo. The views of pupils and parents/carers are fully considered during the creation of policies. This involvement aims to further improve levels of engagement with parents, carers and families.

The Local offer

Our local offer can be found on our website at: **https://www.weshamcofe.lancs.sch.uk/**
The local authority's local offer can be found at: www.lancashire.gov.uk/SEND

Linked Policies and Reports

- Behaviour and Anti-Bullying Policy
- Suspension and permanent Exclusion Policy
- Intimate Care Policy
- SEND Report
- Accessibility Plan