



Ancaster

Church of England Primary School

Special Educational Needs and Disabilities (SEND)

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!
Wisdom Courage Respect

September 2025

Date of next review – September 2026

How does our Christian Vision impact upon SEND at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon SEND provision at Ancaster.

Inclusivity- *At Ancaster, we are renowned in the local area for our inclusivity and celebrate the fact that many parents of children with SEND choose our school because of how we celebrate the individual nature of every child. If we are able to meet a child's needs and help them flourish in every way we possibly can, we see it as our mission to enable every child a place in our school to help them thrive regardless of any additional needs that they have.*

Exploration- *We take the time to explore every avenue for a child and their provision and when we need to reconsider, we do this in the fullness of time and through agency. We gain and use the views of professionals and parents together to ensure that packages of support in place are the most effective and through effective cycles of plan, do and review processes, we ensure that children thrive!*

Empowerment- *As a school, we remove barriers and ensure that all children have opportunities to be empowered. Children with SEND are no different to any other children and we use this starting point to initially recognise what can be achieved and then plan for the best possible outcomes, being as aspirational as possible. Our strapline of Be the Best You Can Be is a beacon of empowerment and is true for all connected to our school.*

Values Led- *Through the lens of SEND, our core values of Wisdom, Courage and Respect are sharply focused. We ensure that all needs are met in every lesson for all learners to ensure that the wisdom and knowledge being acquired is as accessible as possible. We give the children the courage to be able to attempt their learning and ensure that they are being the best that they can be and we give respect and expect respect to all in everything we do so that the children and others see that every person has the right to be treated well and make positive contributions to our world.*

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)

- Data Protection Act 2018
- Health & Care Act (2022)

This policy has due regard to statutory & non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Introduction

EVERYONE at Ancaster Church of England Primary School is committed to and responsible for providing the conditions and opportunities to enable any child with a special educational need or a disability (SEND) to be included fully in all aspects of school life.

The Education Act 1996 says that a child has special educational needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school. A pupil has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

1. Aims and objectives

The staff and governors will provide a broad and balanced curriculum for all children with their views and those of their parents central to the process. This includes setting carefully differentiated and aspirational learning challenges to meet the needs of the range of learners in each class, responding to pupils' diverse learning needs and overcoming potential barriers to learning, assessing progress made and developing self-esteem and confidence in their ability as learners.

The governing body and teaching staff will ensure that the necessary provision is made to meet the needs of any pupil who has special educational needs and to enable all learners to achieve their potential.

The staff and governors in the school will seek to swiftly identify pupils whose learning is affected by SEND, providing carefully planned learning opportunities for them and in assessing the progress they make.

The SENDCo, staff and governors will report annually to parents on the effectiveness of the school's work for pupils with special educational needs. Where appropriate these meetings will involve all people involved in supporting the pupil, this could be in person, if necessary or views will be shared via written report.

2. Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. The 2015 SEND Code of Practice reinforces the role of parents and the importance of pupil and parent voices being central to all practices to support children with SEND.

Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

Parents will be fully consulted and their permission will be a requirement before the involvement of LA support agencies with their children. Parents will be invited to attend any formal review meetings to discuss their child's barriers to learning and progress with their learning.

The role of Staff

Under the Special Educational Needs and Disability Code of Practice 2015, the strategic role of the SENDCo is highlighted.

The current Special Educational Needs Co-ordinator (SENDCo) is Rachel Tomlinson. The SENDCo will support children by:

- Working with parents, the child and the class staff to provide a lead coordination role
- Overseeing day-to-day provision of the school's SEND policy
- Coordinating all provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support

- 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 & school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date

The Head Teacher:

- Has overall responsibility for the work of SEND to ensure a child receives the provision they require
- Works closely with the SENDCo,
- Ensures effective communication is possible for the SENDCo through various forums,
- Ensure parents/carers are informed of a child's special educational needs and works in a collaborative manner, encouraging their involvement in their education,
- Supports the SENDCo with appropriate time and resources for SEND management including preparation of the SEND school register, Provision Mapping and target setting,
- Keeps the governing body well informed about SEND in school,
- Ensures that all statutory duties are adhered to: review procedures, annual reviews, transitional reviews, statutory assessments and they are of a high standard

Class teachers are responsible for:

- Teaching every child in their class
- Preparing children for adulthood
- Keeping parents informed about their child's education & working in partnership with parents to overcome barriers to learning
- Identifying pupils who need extra support in class, raising initial concerns and consulting the SENDCo for advice and support
- Familiarising themselves with the SEND policy and implementing it in their practices, meeting the needs of all pupils with SEND in their class,
- Providing reasonable adaptation of activities for all pupils, including GDS and pupils with additional needs
- Providing a learning environment that will support pupils with SEND (eg visual timetable, multi-sensory approaches, by scaffolding...)
- Setting and implementing targeted learning
- Planning for appropriate intervention activities
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day-to-day basis
- Meeting with parents and outside agencies as appropriate

Teaching assistants will support the teacher and pupil by:

- Knowing and understanding the SEND policy and implementing it within their practices, meeting the needs of all pupils with SEND.
- Using demonstrated strategies for an individual or group of pupils to enhance their access to and progress in the curriculum

- Understanding their own role in relation to pupils with SEND
- Supporting pupils with learning needs in 'how to learn' (metacognitive skills)
- Implementing activities as part of Provision Mapping to enable learners to meet learning targets
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENDCo, giving feedback and suggesting development
- Preparing resources and adapting materials
- Attending planning and review meetings as appropriate
- Undergoing specific training to meet the needs of SEND pupils

The Governing Body will ensure that:

Parents/carers and children are fully involved in the support provided by the school and are at the heart of all decision making

- The SEND policy is fully implemented
- The impact of the SEND policy is reported on annually
- Mechanisms are in place for liaison with the head teacher and the SENDCo
- There is a named SEND governor
- Any resource implications are duly considered, including any requirements for building adaptations
- A SENDCo is appointed. This person must have Qualified Teacher Status and they must achieve a National Award in SEND within 3 years of appointment (unless they are exempt from requiring this due to length of service and time taken in fulfilling this role).
- The school has full regard to the Code of Practice (2015) whilst ensuring full participation of all SEND pupils in school activities.

3. Equality and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Ancaster Church of England Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. This is outlined, in detail, in our SEND information report which is published on our school website. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with EHC Plans and those others with less significant special educational needs.

4. Access to the Curriculum

All pupils have a right to be taught the curriculum to meet their age-related expectations (ARE). Where pupils have Special Educational Needs or a disability which impedes their learning a graduated approach will be adopted (assess-plan-do-review). In exceptional

circumstances children with more significant additional needs may be taught in a class year group below their chronological ARE.

The school will, in other than exceptional cases, make full use of classroom and school resources before considering external resources or settings.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.

Within classrooms there will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The resources used to teach the curriculum will be adapted and/or supplemented to meet the needs of individual pupils. Teaching styles and scaffolded approaches (using additional or adapted resources) will reflect this approach to try to meet the individual needs of pupils. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5. Identification

Having an additional need is not the same as falling behind the Age-Related Expectations (ARE). When there is a discernible effect on the child's ability to learn and develop, staff may identify a pupil as having SEND if they have observed one or a combination of the following:

- *Lack of progress in acquiring English or Maths skills despite adaptation/ intervention*
- *Marked high ability in Maths, English or reasoning*
- *Short term memory issues*
- *Difficulties following instructions, or sequencing events or tasks*
- *Difficulties with listening and attention skills*
- *Difficulties with co-ordination*
- *Visual or hearing difficulties*
- *Speech and language difficulties*
- *Communication difficulties*
- *Difficulties with social communication*
- *Behaviour problems*
- *Delayed physical development*
- *Low self-esteem despite support being given*
- *Attention needing behaviour*
- *Aggressive behaviour*
- *Withdrawal or isolated behaviour/ over anxiety*
- *Lethargy*
- *Neglected appearance*
- *Toileting problems*
- *Obsessive behaviours, nervous tics/habits attendance problems*
- *Child protection issues*
- *Family problems- family break-ups, bereavement*

- *Medical needs*

6. Graduated Approach

The school offers a curriculum with reasonable & appropriate adaptation. When a pupil fails to make progress and shows signs of difficulty in one or some of the following areas :

- acquiring English and maths concepts/skills;
- with behaviour, expressing emotions or socially;
- with sensory or physical skills/development;
- in communicating effectively:

The class teacher will discuss these issues with the pupil and their parents and possibly decide to provide additional support by placing the pupil on the SEND register. Initially, the stage they will be identified by is 'NSA' (receiving SEN support but with no specialist assessment). Pupils will receive targeted support in a group or as an individual and will be assessed as part of the 'assess, plan, do review' cycle.

The support/intervention given will be guided by discussion with class teachers and the SENDCo and may include specialist external advice to inform the graduated approach.

The financial resources allocated to pupils who have Special Educational Needs will be deployed to implement strategies and interventions as part of Provision Mapping. Parents and pupils will be involved in decisions taken at this stage and they will be encouraged to work together on cohesive approaches to overcoming barriers to learning.

If a pupil does not make adequate progress despite the school taking the action outlined, further advice will be sought from the appropriate support services and the child's provision will be amended accordingly. Each pupil will receive carefully targeted support to meet needs and to ensure the gap between attainment and expectation is closed.

Every school must identify support within their school budget for children with special educational needs, should the support put in place exceed six thousand pounds the school will decide through the graduated approach if a request for an Education Health and Care needs assessment is necessary.

7. Identification and Assessment – a graduated approach

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made good progress, the setting should consider requesting an Educational, Health and Care assessment.

Identification of special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and Local Authority/ service request processes will be completed (always seeking parental approval). Records will be developed through a

process of continuous assessment by the class teacher to identify next steps for learning or as a result of standardised tests of educational achievement administered by the class teacher and/or external specialist services) together with end of key stage attainment tests. The use of 3 x yearly formal testing and regular day-to-day assessments will allow pupils to show what they know, understand and can do, as well as to identify any areas of learning difficulty or slower than expected progress.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice 2015. Targets will be reviewed regularly and formally 3 times a year – at the start of Term 1, 3 and 5. Class teachers and TAs will discuss possible SEND related targets for September during July class handover meetings.

Additionally, the progress of children with an Education & Health Care Plan will be reviewed by the local authority as a maximum every 11 months, as required by legislation.

Detailed records will be kept of the pupils receiving extra teaching support. These will include:

- Early Years Foundation Stage Profile (Tapestry)
- SATs results
- Termly formal testing of arithmetic, reasoning, reading and SPaG (Testbase) and analysis
- Teachers/Teaching Assistants on-going assessments
- Use of Insight Tracking to monitor progress in curricular areas
- Phonic check-lists
- Detailed records of work
- Results of standardised and diagnostic tests (Including those carried out by the Specialist Teacher Service and Educational Psychologists)
- Precision teaching charts
- Behaviour charts
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)
- External specialist reports from health, education and social care professionals
- IDL trackers of progress made (Reading, spelling and maths skills)

8. Resources

The governing body will use the principles/criteria in the Code of Practice (2015) to guide them in the allocation of resources.

These will include:

- The placement of a pupil on the SEND register
- Results of standardised and diagnostic tests
- Results of formative, summative and positive assessments including SATs and Standardised Test Scores alongside;
 - Teacher assessments
 - Recommendations from other agencies working in partnership with the school
 - Results from termly assessment tests taken termly.

The SENDCo and Leadership Team work together to:

- Identify the pattern of need across the school
- Allocate support to groups of pupils and a fair and equitable basis
- Monitor the progress of SEND
- Evaluate the effectiveness of provision for SEND
- Establish the most cost effective means of meeting these needs
- Ensure that support staff work within the framework of school policy and practice

9. Working Together

The views of the child and their parents will always be central to provision of support for pupils with SEND. Parents will always be consulted before an external agency becomes involved with their child with necessary permissions being obtained from parents before external agencies are involved in school. Parents will have opportunities to discuss any reports or assessments carried out on children and how these will influence provision in school.

Liaison with external agencies supplements the support and assessment of the needs of individuals.

These include (this is not necessarily an exhaustive list) :

- Education Psychology
- Specialist Teaching Team (STT)
- Social Care (Early Help & TAC)
- The Virtual School
- Speech & Language Therapies (SALT)
- Physiotherapy
- Occupational Therapy
- Sensory Education Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Physical Disability Outreach Team (St Francis School)
- Behaviour Outreach Support Service (BOSS)
- Working Together Team (WTT- Autism Outreach)
- Health Service (Community Paediatrics, Diabetic Nursing Team, Specialist Nursing Team etc)
- School counsellor (talk therapy)

The school has links to other schools and liaison is maintained particularly with regard to transitional stages.

At Secondary transfer we seek early advice for all children with SEND from the SENDCo of the Secondary School in providing an enhanced transition package to meet pupils additional needs and invite them to the Year 5 and 6 EHCP annual review meetings.

10. Arrangements for the Treatment of Complaints

The procedure for managing complaints is as specified in the school's complaints policy.

Initial concerns or enquires about a pupil with special education needs or SEND provision should be dealt with by the class teacher, then the SENDCo or the headteacher. In the event that informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the school's Complaints Procedure Policy.

11. Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan and staff performance management processes.

12. Pupil/Parent Participation

The school will place the voices of parents and pupils at the heart of the SEND process with a cycle of consultation with pupils themselves & parents in reviewing progress made, the provision adaptations and interventions offered to support pupils with overcoming barriers to learning and close the attainment gap, ensuring a closer match to ARE (age related expectations). Parents will be offered additional parent/ teacher consultation time in order to specifically discuss additional needs/ adapted provision at the Autumn Parent Consultation Meetings. Any advice from outside agencies and/ or provisions made as a result, can then be formally discussed & updated. Children's and parents' views are shared with class teachers and, if required, the SENDCO. Parents and teachers then set joint long term goals and make a joint 'next steps' target for schools and families to use to make progress. These are guided by pupils and parent's own actions for achievement. These will then be monitored and discussed again with parents at following Parent Teacher Consultations where appropriate, but not later than the summer Parent Teacher Consultations.

13. Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets for pupils and the monitoring of pupil progress through termly reviews. In addition evidence will be gathered regarding

- Staff awareness of individual pupil need (Pupil Progress Meetings)
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children funded by SEND delegated funding
- Consultation with parents
- Pupils' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEN Code of Practice 2014.

Governors will receive a termly report on SEND provision from the SENDCo and progress through the head teacher's report to the governing body and via Curriculum Committee data review will also be included. The Governing Body will nominate a SEND Governor who will meet regularly with the SENDCo and discuss the visits with the full Governing Body.