



St John's Catholic Primary School

SEN Policy

2025-2026



Written by:	Miss Smith Head Teacher and Mrs Waine – SENCO
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Date:	October 2025
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Review Date:	October 2026
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Contents

1. Contextual Information
2. Vision and Values
3. Aims and Objectives
4. Legislation and Guidance
5. Inclusion and Equal Opportunities
6. Definitions
7. Roles and Responsibilities for SEN
8. SEN Information Report
9. Our Approach to SEN Support
 - Identifying pupils with SEND and assessing their needs
 - Consulting and involving pupils and parents
 - The Graduated Approach to SEN Support
10. Levels of support
11. Criteria for exiting the SEND register
12. Supporting Pupils and Families
13. Evaluating the effectiveness of SEN provision
14. Expertise and training of staff
15. Admissions
16. Accessibility
17. Transition
18. Supporting Pupils in School with Medical Conditions
19. Complaints about SEND
20. Monitoring and Evaluation of SEND
21. Reviewing the Policy

1. Contextual information

St John's Catholic Primary School is a small village school in Burscough, West Lancashire. We currently have 90 children on roll and 4 classes. Our teacher pupil ratio is very good and we know all of our children very well. The size of the school and the dedication of all of the school staff mean that different learning styles can be explored by children and lessons and themes planned around children's interests. The Catholic ethos of the school ensures that every child is valued both as the individual that they are and as a child of God. We have brilliant teaching assistants working within our classes and they support the teaching staff to deliver differentiated learning to all pupils including those with SEND.

Mrs Waine is the school SENCo and works with staff to ensure the effective day-to-day operation of the school's SEN policy. The SENCO will identify areas for development in SEN and contribute to the school's development plan and coordinates provision for children with SEN.

2. Vision and Values

We at St. John's Catholic Primary School are committed to meeting the special educational needs of pupils and ensuring that they make good progress in all that they do. We affirm the individuality and worth of all our pupils and seek to adopt a broad and balanced curriculum offering opportunities to all our pupils. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We are committed to an educational partnership with parents and would seek to involve them in the education of their children.

3. Aims and Objectives

This special educational needs and disabilities (SEND) policy aims to:

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND
- Identify how our school will:
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff.

4. Legislation and Guidance

This SEND 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

5. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

6. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of SEND

The needs of pupils with SEND are grouped into 4 broad areas as outlined in The Code of Practice:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Pupils can have needs that are across more than one of the areas outlined above and we have an understanding that their needs may change over time. At St John's, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

There are other areas which may impact on children's progress and attainment, but are not considered as SEN. For example;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behavioural difficulties

7. Roles and Responsibilities

SENCO

The SENCO at our school is Mrs Waine and can be contacted via the school office: 01704 893523 or by email: senco@burscough.lancs.sch.uk

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Alex Rimmer.

The SEND governor will:

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

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Teaching Assistants

Teaching assistants are responsible for:

- Delivering interventions (in liaison with the class teacher and SENCO) in the class they are assigned to and sometimes in other classes as the need dictates.
- Completing a baseline assessment the children prior to the intervention starting

- Assessing the progress the children are making throughout the programme.
- Recording pupil's progress on specified sheets according to the intervention
- Feeding back progress to class teachers in order to support class teacher's assessments.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

8. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

9. Our Approach to SEND Support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, quality first teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

At St John's, we are committed to involving pupils and parents and so we put them at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents if it is decided that a pupil will receive special educational provision and the pupil will be provided with a Special Educational Needs Support Plan (SSP).

The Graduated Approach to SEN Support

Quality First Teaching

At St John's Catholic Primary School, we believe that high quality teaching, differentiated for individual pupils, is the first step in responding to all pupils needs. High quality teaching, whole school systems for assessing, planning, implementing and reviewing progress are fundamental. At the Universal Level, identified with the Graduated Approach, needs are met through Quality First Teaching and Learning, along with universal health and care services that are available to all children and young people (e.g. GPs, dentists etc.).

SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes and consists of the following:

1. Assess
2. Plan
3. Do
4. Review

Assess

The pupil's class teacher and/or SENCo will carry out a clear analysis of the pupil's needs. This information may be gathered through the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data. Assessments will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention. The pupil's views

as well as the views and experience of parents are also taken into consideration. Where relevant, referrals and advice from external support services may also be considered. For example,

- Speech and Language therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- Specialist teacher support

Plan

Planning will involve consultation between the teacher, SENCO and parents 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. This information will be identified on a SEN Support Plan (SSP) and will be shared with children (where relevant) and parents. These SSPs follow the Assess, Plan, Do, Review cycle.

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 and 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.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly. The teacher holds the overall responsibility for evidencing progress according to planned outcomes.

10. Levels of Support

School based support

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach as outlined above. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

The majority of children with SEN will have their needs met in mainstream schools. However, some pupils may need more support than is available through the school's SEN provision and may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Local Authority Approach to EHCP

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

1.
 - a) Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
 - b) Common Assessment Framework (CAF) completed.
 - c) Nominated person/Lead professional identified.
 - d) Team around the Family (TAF) meeting to take place.
 - e) "All About Me" profile completed.

2.
 - a) TAF meeting.
 - b) Identify the unmet need.
 - c) Consideration for a statutory integrated assessment.
 - d) "All About Me" updated.
 - e) Plan facilitator identified.

3.
 - a) Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.
 - b) All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.

- c) Request for Integrated Assessment received (by Plan Coordinator)
- 4. a) Plan coordinator compiles the EHC information and an overview for Integrated Assessment.
b) Multi agency meeting.
c) Decision made including agreement plan need and outcomes identified for EHC plan.
d) Indicative budget agreed at the multi-agency meeting.
- 5. a) My EHC plan.
b) Budget for my EHC plan.
c) Co-production meeting with key professionals, child/young person and family convened to discuss draft.
d) EHC agreed.
- 6. a) Plan Implemented.
b) Working towards / achieving my agreed outcomes.
- 7. a) Reviewing my plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents 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 and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

11. Criteria for Exiting the SEN Register

Provision maps and SEN support are reviewed and updated every term in a pupil progress meeting between the SENCO, class teacher and Headteacher. Progress towards the targets set is discussed and new provision for the following term is planned. A child may move down the stages of the register until they are no longer deemed to need the support of the provision map. This is determined through assessments and pupil progress meetings.

12. Supporting Pupils and Families

Local Offer

The local offer brings together information for children and young people with special educational needs and disabilities and their families. The Lancashire SEND partnership local offer flyer can be found on our website. The Lancashire County Council 'Local Offer' can be found [here](#).

Other Agencies

Whenever necessary, St. John's uses the following agencies to support the work of SEN in the school:

- Speech and language therapists (further information can be accessed [here](#))
- Specialist teachers or support services (further information can be accessed [here](#))
- Educational psychologists (further information can be accessed [here](#))
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services ([CAMHS](#))
- Education welfare officers
- Social services

Parents

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice a year. Teachers are willing to discuss a child's progress with parents at convenient times. The SENCO is also available for parents to discuss concerns by appointment.

Induction for new parents takes place in the summer term, parents have a chance to meet their child's class teacher and share any information that they wish.

Parents contribute and take part in Annual Reviews for children with a statement or an EHCP and receive copies of all relevant paperwork concerning their child. IEPs are produced termly for children with a statement of SEN or an EHCP. The school operates an open door policy with regards to any concerns a parent may have.

13. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Getting feedback from the pupil and their parents
- Holding annual reviews for pupils with EHC plans
- Monitoring by the SENCO and/or Senior Leadership

14. Expertise and training of staff

St John's has an amount of money identified within the school's overall budget, called the notional SEN budget. This is for the school to use to provide high quality, appropriate support, including staffing and resources. School may receive 'top up' funding for children who currently have an EHC Plan.

At St John's we believe in the importance of continuous professional development (CPD). Training will be regularly provided to teaching and support staff as and when required. Mrs Devey, the headteacher and Miss Fitzpatrick, SENCo, will continuously monitor SEN and identify any staff who have specific training needs. Miss Fitzpatrick endeavours to help staff with CPD and with the support of Mrs Devey, they aspire to incorporate any training needs into the school's plan for CPD.

Miss Fitzpatrick completed the National SENCO accreditation at Edge Hill University and graduated in 2019. Miss Fitzpatrick has a keen interest in dyslexia and is currently completing a PG Cert SpLD Dyslexia part time at Edge Hill University.

15. Admissions

Pupils with SEN will be admitted to St. John's in line with the school's admissions policy. The school is aware of the statutory requirements related to SEN and disabilities. The school will use its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

16. Accessibility

Pupils with SEN will be given full access to the curriculum through the provision provided by the school as necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

The Headteacher ensures all pupils with SEN have appropriate access to exams and other assessments, including the application for additional time, to dis-apply pupils from exams or to have support in the form of a 'writer' or a 'reader'.

Please also refer to the Single Equalities Policy and Action Plan available on the school website.

17. Transition

Transition arrangements are put in place in the summer term to plan appropriate visits to the next class and to meet the new teacher. Directed time is given to teachers in the final term to have a 'transfer' meeting in which the needs of all pupils are discussed and assessment records and information are passed on. Where necessary, pupils are provided with transition booklets to support them with their transition between

classes/key stage phases. If required, enhanced transition plans may also be provided for some children and families.

St. John's has links with St. Bede's High School, Ormskirk, as most of our year 6 children continue their education at this school. Records of children with SEN are sent to the school with other transfer documents. A member of staff from the transfer school is invited to attend the final primary review of children with a EHC plan which is held in the Autumn term. SEN records for children who transfer to other educational establishments have their records forwarded with other transfer details.

18. Supporting Pupils in School with Medical Conditions

St John's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we comply with the duties set out under the Equality Act 2010. (See school website for Single Equalities Policy)

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Every pupil with a specific medical need in school has a 'Care Plan'. This is written and implemented in conjunction with the school nurse, doctors, other relevant health professionals, parents and school.

St John's is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

19. Complaints about SEND

The complaints procedure for SEN mirrors the school's other complaints procedures, which can be found in the school prospectus.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. We will try to resolve the complaint informally in the first instance. If the concern continues then the SENCo and class teacher should further discuss the concern with the parent or carer. They will be handled in line with the school's [complaints policy](#). If the concern cannot be resolved at this stage, it should be brought to the notice of the Headteacher. If the parent or carer is not satisfied with the school's response, they

can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

20. Monitoring and Evaluation of SEND

St John's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through parents' evenings.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The SENCo completes regular audits, action plans, observations of interventions and provision. This promotes an active process of continual review and improvement of provision for all pupils.

SEN provision and interventions are recorded on provision maps, which are updated at least termly. These are updated by the class teacher and are monitored by the SENCO. Interventions are monitored and evaluated in order to identify whether provision is effective.

Monitoring the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Monitoring of intervention
- Comments and feedback from pupils and their parents

21. Reviewing the Policy

This policy was updated in October 2025 by Miss Smith and Mrs Waine. It will be reviewed **every year** and will be approved by the full governing board. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.