Member of staff responsible: Gemma Parkinson

Reviewed September 2026
To be reviewed September 2027

Special Educational Needs and Disability Policy

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

We at Longridge CE Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. We do this by providing a caring loving Christian environment where children feel safe and at peace within their school. This along with their tailored curriculum and trust in their teachers and peers will lead them to having the courage to succeed and make progress.

Objectives:

In line with our mission statement our objectives are to:

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

2. Ensure good working relationships with parents, carers and the community.

3. Ensure that the school continues to offer a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and disabilities and promotes high standards of attainment and achievement.

4. Ensure that the learning needs of pupils with special educational needs and other vulnerabilities, are identified and assessed as early as possible, and their progress is closely monitored.

Roles and Responsibilities:

The head teacher, Mrs Parkin, has the overall responsibility for Special Educational Needs and Disability (SEND) within the school alongside that of the SENDCo, Mrs Parkinson. Mrs Parkinson is also responsible for the day-to-day provision of the SEND policy. Mrs Parkinson works closely with the head-teacher, staff and governors, to ensure the effective day-to-day operation of the school's Special Educational Needs Policy, and also to identify areas for development in special educational needs, and contribute to the school's Development Plan. The designated SEND Governor is Mrs Emma Pettitt.

The SENDCo will ensure that appropriate arrangements for the provision of education for children with special educational needs and disabilities are met through:

- Appropriate allocation of support staff and appropriate arrangements being made for specialist teacher input as defined within any Education, Health and Care Plan (EHC plan).
- Maintaining and regularly reviewing a register of children with Special Educational Needs and Disability within the school.
- Ensuring the objectives of the SEND policy are reflected in the practices of the school.
- Ensuring that all staff are aware of the children with special educational needs and disabilities within their classroom.
- Ensuring all staff are familiar with and follow the SEND policy and the graduated approach to SEND.
- Advising staff with children in class with SEND.
- Liaising with external agencies where needed for advice and support and follow CAF procedures
- Accessing appropriate training for support staff.
- Keeping up to date with local and national developments within SEND and reviewing current practice accordingly if necessary.
- Making termly reports to the governing body.

All teaching and TA staff will be involved in delivering the SEND policy. Class teachers are responsible for adapting the curriculum for pupils with SEND and monitoring their progress. They are responsible for the writing and reviewing of IEPs and IBPs with input from TAs, specialist teachers, external agencies (where appropriate) and parents and pupils.

The assessment and SENDCo team (Mrs Parkin, Mrs Dewhurst, Mrs Parkinson) regularly review and monitor the progress made by SEND pupils and assess the effectiveness of the school's provision.

Curriculum:

There a small number of pupils in school who have severe or complex learning difficulties and for these children they may have access to the Equals Curriculum Scheme of Work. This curriculum has been formed to support children who have consistently and over time been working at levels considerably below their neuro-typical peers and have difficulty with reading, writing and number. The curriculum allows them to access English and Maths as well as life enhancing topics at their level. It allows children to continue to make progress at an appropriate rate for their intellectual and neurological abilities focusing on where they are at academically rather than their current age.

Admissions:

Pupils with SEND will be admitted to Longridge CE Primary in line with the school's Admission Policy. The school routinely liaises with Pre Schools, and has a transition programme in place to ensure a positive start in Reception Class. Where a child has been identified as having SEND, further information sharing and preparation may be required and additional meetings are held with the family and professionals as necessary.
The school has experience of supporting children who have had a variety of special needs.

Resources:
The governors ensure that the needs of pupils are met by employing a SENDCo. The SENDCo will use an EHC plan and other assessments to identify the areas of need and make appropriate provision. Support is dependent on the individual needs of the child and the required provision outlined in any EHC plan, as is any additional specialist teaching input. Additional resources to meet the requirements of the plan are made available. Children can be given daily reading and precision teaching, IDL in reading and spelling, regular maths intervention and also small group interventions in English. Outside agencies such as Speech and Language are involved for specific children.

Training:
The Governing Body, through the school training funding and SEND budget, will encourage in service training for any of the staff in relation to special educational needs when appropriate. Staff will be made aware of suitable training opportunities and allocation of places on courses will be made in line with the School Development Plan, professional management targets and funding available.
The SENDCo, at staff meetings, TA meetings and through INSET, will keep staff up to date informally.

Identification, Assessment, Reviews:
The school has adopted the Special Educational Needs and Disability Code of Practice (2014) with regards to the identification and assessment of children with special educational needs and disabilities and uses a graduated approach to supporting these children. This means:

If the class teacher or the SENDCo identifies a child as needing interventions that are additional to/different from those normally provided within the differentiated curriculum, then in consultation with the parents/carers, the child will be placed on the list of pupils felt to have Additional Educational Needs and appropriate Wave 2 intervention put in place. This often means the child has access to a group intervention or 'catch up' programme, appropriate to their needs and age. In the case of additional medical/physical needs it may mean an individual care plan is put in place.

Evidence in one or more of the following areas may be a trigger for intervention:

- Making little or no progress even if teaching approaches have been targeted at the child's area of weakness.
- Showing signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.
- Shows persistent social, emotional, behavioural difficulties.

- Has sensory/physical problems.
- Has communication or interaction difficulties.

The school's graduated approach to special educational needs means that, if Wave 2 interventions have not resulted in greater progress or a child attaining in line with age related expectations, then further information will be gathered and the child may be placed on the SEND register. At this stage more information will be gathered from parents/carers and observations and appropriate assessments carried out. More individual and specific strategies will then be put in place. This Wave 3 provision will include short, daily 1:1 sessions where a weekly target is the focus. The Precision Teaching approach will often be used here. This 1:1 work aims to improve basic skills and fill gaps in a pupil's knowledge or understanding. These single target IEPs are reviewed weekly. Parents are invited to meet with the TAs to discuss targets set and progress. This takes place annually. Although school acknowledges that Behaviour is not, in itself, a special need; some children with emotional and social difficulties will require an Individual Behaviour Plan. IBPs will be reviewed appropriately (in line with school's Behaviour Policy) and parent/carers views sought.

A request for support from external agencies may also be necessary. This will provide more specialised assessments, advice on new or specialist strategies or materials and possibly additional support. The school works with Educational Psychologists from Lancashire's SEND Service and Acorn Psychology to meet the needs of its SEND pupils.

Statutory Assessment

If a child demonstrates significant cause for concern and there is evidence that strategies or programmes have been implemented over a reasonable period of time without success, then a request can be made for statutory assessment to the Local Education Authority (LEA). The LEA will then assess the evidence collected and, if necessary, issue an Education, Health and Care Plan. This will clarify the special needs of the child, objectives to help and necessary support to implement them.

Equal opportunities:

These issues are addressed in the Accessibility Plan and the school's Local Offer, which form part of the School Development Plan. They consider the areas of access to:

- the curriculum,
- the building
- information.

Success Criteria:

The senior management team regularly liaise regarding issues surrounding children on the SEND register and the school's provision. Any significant issues arising are shared with the designated SEND Governor. The SENDCo also reports each term to the Governors.

Criteria used to judge effectiveness of the policy and provision will include:

- PIVAT profiles for children where appropriate.

- SENDCo (in consultation with Assessment Coordinator) monitoring of progress based on EYFS profile and Lancashire KLIPS.
- Success of Precision Teaching, IEP and IBP targets
- Teacher assessment (including marking)
- Parental views
- Pupils' views

Complaints:

Any concern about the nature of provision made for a child with special educational needs, should be addressed to the class teacher, who will endeavour to deal with any problem that has arisen. If the concern cannot be satisfied this way then the Headteacher or SENDCo should be addressed. Should the parent/carer wish to take the concern further they should approach the designated SEND Governor (Mrs E Pettitt). The Chair of Governors (Mr Alex Meades) will be involved, after other avenues to resolve the situation have been exhausted. At each and any of the stages, the concern will be addressed fully in the hope of a quick and satisfactory solution and parents/carers kept fully informed.
Parents will also be informed about assistance available through SEND Information, Advice and Support Service (SENDIASS) and how to make representations to the LEA.

Outside Agencies including Health Services:

Should monitoring and assessment of a child with special needs show the need for external support service of any kind, the SENDCo will ask for the involvement of the relevant service after consultation with the parent/carer. This may take the form of Health Services, Speech and Language Therapy Services, Educational Psychologists, the School Nurse or Children's Social Care. This will sometimes mean a CAF (Common Assessment Framework) being completed by the SENDCo and parents to access support from the relevant agency. The school will also employ the services of specialist teachers to fulfil the requirements of any particular EHC plan.

Parents:

- The school recognises and values the input and partnership of parents/carers in the provision of special educational needs and strives to involve them at every opportunity. The school supports and encourages the work of SENDIASS (Lancashire's SEND Information Advice and Support Service) and recommends their confidential and impartial services to the parents/carers of children in the school with special educational needs. They can be contacted by telephone: 0300 123 6706 Monday to Friday 8am to 5pm or by email: information.lineteam@lancashire.gov.uk

Information is given in the School Prospectus regarding SEND provision. All parents are invited to contribute to care plans and education plans, and are updated at Parent's Evenings and through Annual Reports. They are encouraged to discuss any concerns with the class teacher/SENDCo/TA whenever they arise. Where appropriate home/school diaries can be set up to keep a dialogue in place.

Transition to other schools:

The school realises the importance of a smooth transition between schools for children with special educational needs at any stage in their school life. A comprehensive and sensitive programme of visits,

and opportunities for familiarisation of staff and facilities, is promoted with pre-school children and with SEND children who transfer to Secondary School. The school has established close links with Longridge High School, and works at ensuring a smooth transition from Primary to High School. This includes involving the SENDCo at the High School in annual reviews of Y6 children, possible additional visits for the children and parents, and appropriate collating and passing on of records. Transitions to other High School or Primary Schools are carefully considered, with contact made with the relevant staff, and full and current records passed on.

The school maintains strong links with all child health services, Children's Social Care and and other agencies. It encourages the links with voluntary organisations, which work on behalf of children with special educational needs and disabilities.

Gemma Parkinson
(SENDCo)