



Ightenhill Primary School

Special Educational Needs and Disabilities (SEND) Policy

SENDCo: Mrs Alexandra Wilkinson

SEND Governor: Miss J Naylor

Review Date: September 2026

Reviewed By: A. Wilkinson (SENDCo) - September 2026

Reviewed by Governors: October 2026

Introduction

The SENDCo at Ightenhill Primary School is Mrs Alexandra Wilkinson.

The Governor responsible for SEND is Miss J Naylor.

The Senior Leadership Team and Governors ensure that the Special Educational Needs and Disabilities (SEND) Policy operates within the guidance of the SEND Code of Practice (2015), the Children and Families Act 2014, the Equality Act 2010, Lancashire County Council guidance and the school's wider inclusion policies.

This policy has been written in accordance with:

- The Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Equality Act 2010
- Statutory Guidance: Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education
- The School Accessibility Plan
- The School Safeguarding Policy
- The SEND and Alternative Provision Improvement Plan

At Ightenhill Primary School, we believe that every child has an equal right to a broad, balanced and inclusive education that enables them to achieve their full potential and flourish within our school community.

We recognise and celebrate diversity. We value neurodiversity, disability and individual differences and are committed to creating a culture where every child feels safe, respected, included and able to belong.

We want every pupil with SEND to be a visible, valued and successful member of our school community. We are committed to removing barriers to learning, participation and attendance through high-quality teaching, adaptive practice, reasonable adjustments and effective partnership working.

Defining SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or*
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.*

(SEND Code of Practice, 2015)

We strive to ensure that the necessary provision is made for any pupil who has SEND and that those needs are understood by all staff working with them.

This policy has been developed through consultation with pupils, families, staff and governors and is available on the school website.

Aims

Our SEND provision aims to:

- Raise the aspirations and expectations of all pupils with SEND in all aspects of school life.
- Ensure all pupils have access to a broad, balanced and ambitious curriculum.
- Promote inclusion, participation and belonging.
- Remove barriers to learning, participation and attendance.
- Enable pupils to achieve the best possible educational, social, emotional and personal outcomes.
- Develop independence, resilience, communication and self-advocacy skills.
- Support pupils in preparing for future learning and adulthood.
- Work in partnership with families and external professionals.
- Ensure pupils with SEND are valued, respected and empowered to contribute actively to school life.

Objectives

We aim:

- To identify and provide for pupils who have SEND and additional needs.
- To identify needs at the earliest possible stage.
- To follow the principles of the SEND Code of Practice.
- To provide support and guidance for all staff.
- To maintain high levels of engagement with parents and carers.
- To involve children in decisions affecting their education.
- To use a graduated approach to identify and meet individual needs.
- To secure access to the curriculum for all pupils.
- To monitor progress and outcomes effectively.

- To maintain close links with support services, schools and external agencies.
- To support emotional wellbeing, attendance and engagement.
- To work closely with governors to fulfil statutory responsibilities.
- To ensure staff receive high-quality SEND professional development.
- To work in co-production with pupils, families and professionals when planning and reviewing provision.

Equal Opportunities and Inclusion

At Ightenhill Primary School, inclusion is everyone's responsibility. We are committed to creating a culture where every child is welcomed, valued and enabled to thrive. Through ambitious leadership, high-quality adaptive teaching, early intervention, strong partnerships with families and accessible learning environments, we seek to remove barriers to participation and ensure that all pupils experience a genuine sense of belonging. Pupils with SEND will be supported to participate fully in all aspects of school life, including the curriculum, enrichment activities, educational visits, clubs and wider school opportunities.

In delivering the curriculum, we ensure that provision takes account of:

- Gender
- Ethnicity
- Culture
- Religion
- Language
- Sexual orientation
- Age
- Ability
- Disability
- Social circumstances

We recognise that children learn in different ways and at different rates. We understand that progress may look different for different children and that achievement encompasses academic, social, emotional, communication and independence outcomes.

Teachers maintain high aspirations for all pupils and provide adaptive teaching, reasonable adjustments and targeted support to ensure pupils can access learning successfully.

Through appropriate provision we:

- Support children with communication and language needs.
- Adapt teaching to meet individual needs.
- Provide access to appropriate interventions where required.
- Support emotional wellbeing and mental health.
- Promote independence and self-esteem.
- Support children to participate fully in school life.
- Foster a culture of belonging where every child feels valued and included.

Broad Areas of SEND

The four broad areas of SEND identified in the Code of Practice are:

- **Communication and Interaction**
 - autistic spectrum disorder, language disorder
- **Cognition and Learning**
 - dyslexia, dyspraxia, dyscalculia, moderate learning difficulties,
- **Social Emotional and Mental Health**
 - ADHD, attachment disorders, emotional difficulties.
- **Physical and Sensory**
 - hearing impairment, visual impairment, cerebral palsy

Some pupils may also have medical needs and these will be supported in line with statutory guidance.

Identifying Special Educational Needs

Provision for pupils with SEND is the responsibility of the whole school community.

At Ightenhill Primary School:

- Every teacher is responsible for every child, including those with SEND.
- Early identification is crucial to securing positive outcomes.

Needs may be identified through:

- Teacher observations
- Assessment data
- Pupil progress meetings
- Discussion with parents/carers
- External agency advice
- Medical information
- Pupil voice
- Attendance concerns
- Emotional wellbeing concerns

The school adopts a whole-child approach when identifying needs.

Factors considered include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Pupil Premium
- Looked After Children
- Armed Forces children

- Social and emotional factors

The school values parental expertise and welcomes concerns raised by families.

Whilst school can identify needs and make appropriate provision, medical diagnoses are made by health professionals.

A Graduated Approach to SEND

Ightenhill Primary School follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice.

Assess

Teachers continuously assess progress and identify potential barriers to learning.

Assessments may include:

- Teacher assessment
- Standardised assessment
- Observation
- Pupil voice
- Parent views
- Specialist advice

The focus is on understanding the whole child and identifying barriers to learning, participation and attendance.

Plan

Following assessment:

- Outcomes are agreed collaboratively
- Appropriate provision is planned.
- Staff are informed of support strategies.
- Parents and pupils are involved in decision-making.
- Learning Support Plans are created where appropriate. Support plans identify a pupil's strengths and needs and detail 'what works well' for the child. Any advice from relevant outside agencies is also included in this plan. Individual targets are included on the Learning Support Plans for pupils with more complex needs. The pupils will participate as fully as possible at this stage.
- Provision is designed around the individual child and focuses on measurable outcomes.

Do

Class teachers remain responsible for the progress and development of all pupils in their class.

Support may include:

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- Adaptive teaching
- Reasonable adjustments
- Targeted interventions
- Specialist programmes
- Additional adult support
- Specialist equipment
- Advice from external agencies

Pupils are encouraged to contribute to decisions about their support wherever possible.

Review

Provision is reviewed regularly through:

- Assessment data
- Pupil Progress meetings
- Learning Support Plan reviews
- Parent consultation meetings
- Specialist reports
- Pupil voice

Reviews consider:

- Progress towards outcomes
- Academic attainment
- Independence
- Social and emotional development
- Communication skills
- Attendance and engagement

Provision is then amended as required.

Education, Health and Care Plans (EHCPs) are formally reviewed annually.

Managing SEND Support

Parents and carers are key partners in supporting pupils with SEND.

Where SEND Support is identified, families will be involved in:

- Reviewing assessments
- Agreeing outcomes
- Discussing provision
- Reviewing progress
- Planning future support

We believe effective SEND support is most successful when achieved through co-production between:

- Pupils
- Families
- School staff
- External professionals

Pupils will be invited to contribute to discussions at a level appropriate to their age and stage of development.

Each term parents/carers will be offered the opportunity to comment on the Learning Support Plans. Children with EHC plans will also have Learning Support Plan review meetings, annual review meetings and transition meetings in Year 6.

Where pupils no longer require SEND Support, they may move to an internal monitoring stage before removal from the SEND Register, following discussion with parents.

Attendance and Emotional Based School Avoidance (EBSA)

The school recognises that attendance difficulties can sometimes be linked to SEND, anxiety, emotional wellbeing or other identified needs.

Where attendance becomes a concern:

- Supportive and early intervention approaches will be used.
- Families will be involved in planning support.
- External agencies may be consulted where appropriate.
- Individual barriers to attendance will be identified and addressed.
- A child-centred and solution-focused approach will be adopted.

The school seeks to support attendance through understanding and collaboration rather than punitive approaches wherever possible.

Intervention

Interventions may include:

- Adaptive classroom practice
- Specialist resources or equipment
- Small group support
- Individual intervention
- Learning mentor support
- Speech and language programmes
- Occupational therapy programmes
- Emotional wellbeing interventions
- External agency involvement

All interventions are monitored and evaluated to assess their impact and effectiveness. Staff training is provided to ensure that strategies are effective.

After discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Evidence-informed approaches are used wherever possible.

Preparation for Adulthood

Although Igthenhill Primary School is a primary setting, we recognise our role in helping children develop the foundations for successful adulthood.

We support pupils to develop:

- Communication skills
- Confidence
- Resilience
- Independence
- Self-advocacy
- Problem-solving skills
- Positive relationships
- Emotional regulation

These skills contribute to future success in education, employment, independent living and community participation.

Training and Resources

Professional development is integral to effective SEND provision.

Training needs are identified through:

- Performance management
- Monitoring activities
- Professional discussions
- Emerging pupil needs

Relevant SEND training is provided regularly and staff are encouraged to engage with current research and best practice.

Resources are allocated according to identified need and reviewed regularly.

The Role of the Governing Body

The governing body ensures the school fulfils its statutory duties. They challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs.

They ask questions to ensure that all teachers are aware of the importance of providing for children and ensure that funds and resources are used effectively.

The governing body promotes an inclusive culture where all pupils can thrive and holds leaders accountable for outcomes and provision.

Miss Naylor the SEND Governor meets regularly with Mrs Wilkinson (SENDCo) to keep up to date with changes and progress.

The Role of the SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Liaising with and advising colleagues.
- Monitoring outcomes for pupils with SEND.
- Liaising with families.
- Coordinating reviews and records.
- Supporting professional development.
- Liaising with external agencies including (but not limited to) the Speech and Language Therapy Service and Educational Psychology Service, other health and social services and voluntary bodies.
- Supporting transition arrangements.
- Promoting inclusive practice across the school.
- Monitoring the effectiveness of provision.
- Contributing to the training of staff.
- Liaising with local high schools so that support is provided for year 6 pupils as they prepare for transition.

Roles and Responsibilities

Designated Safeguarding Leads

Mrs E Brown	(Inclusion Manager & DSL)
Mr S Crosier	(Headteacher)
Mrs K Dunderdale	(Deputy Headteacher)
Mrs J Thompson	(Family Engagement & Attendance Manager)

SEND Governor

Miss J Naylor

Inclusion Manager

Mrs E Brown

SEND Officer (Local Authority)

Shelley Kurtianyk

Educational Psychologist

Hannah Bird

Storing and Managing Information

All SEND records are stored securely in accordance with:

- UK GDPR
- Data Protection Act 2018
- School Data Protection Policies

Electronic records are stored on secure password-protected systems.

Any paper documentation is stored securely and confidentially.

Complaints Procedure

The school works, wherever possible, in partnership with parents to ensure a collaborative approach in meeting the child's needs.

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. If the concern continues then the SENCo or class teacher will meet with the parents to discuss and try to resolve the concern. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher, who will follow the guidelines of the school's complaints procedure. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

All complaints will be managed through the school's published Complaints Policy.

Reviewing the Policy

This policy will be reviewed annually, or sooner if legislation or guidance changes.

Review Date: September 2027

Reviewed By: Alexandra Wilkinson (SENDCo)