



**Special Educational Needs  
and Disabilities (SEND) Policy**

2026–2027

|                         |                                                               |
|-------------------------|---------------------------------------------------------------|
| <b>Headteacher</b>      | Mrs Sarah Nicholls                                            |
| <b>Associate SENDCo</b> | Mrs Sara Toomey – NASENCo Award, Specialist Teacher           |
| <b>SEND Governor</b>    | Mr Clive Parsons                                              |
| <b>Policy date</b>      | September 2026                                                |
| <b>Review date</b>      | September 2027, or sooner following relevant statutory change |

*Inquisitive Minds Shape our World*

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## 1. Our commitment to inclusion

Worsthorne Primary School is committed to providing an inclusive, ambitious and nurturing education in which every pupil is valued, belongs and is supported to participate fully in school life. Our mission is to nurture and support children to love learning, understand the value of reaching their potential and develop the knowledge, skills, confidence and experiences they need for the next chapter of their lives.

### For parents and carers

Having SEN does not mean that a child cannot achieve. It means that they may need teaching, support, adjustments or provision that is additional to, or different from, that made generally for other pupils of the same age. We aim to identify needs early, listen carefully to families and pupils, and review whether support is making a meaningful difference.

Our approach is guided by the school values of being independent, resilient, reflective, creative, confident and respectful. Inclusion is everybody's responsibility: leaders, teachers, teaching assistants, governors, pupils, families and the wider professional team.

## 2. Purpose, scope and legal framework

This policy explains how Worsthorne Primary School identifies and supports pupils with special educational needs and disabilities, how decisions are made, how families and pupils are involved, and how the school fulfils its statutory duties.

The policy should be read in the context of the current statutory framework in England, including:

- Children and Families Act 2014, particularly Part 3.
- Special Educational Needs and Disability Regulations 2014, as amended.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), which remains the current statutory SEND Code.
- Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty.
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- Supporting pupils at school with medical conditions – statutory guidance.
- Keeping Children Safe in Education and other current statutory safeguarding guidance.
- DfE guidance for governing boards on SEN and disability duties.

The school will review this policy sooner than the stated review date where legislation or statutory guidance changes.

## 3. What do SEN and disability mean?

### Special educational needs (SEN)

A child has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child of compulsory school age, this includes having a significantly greater difficulty in learning than the majority of others of the same age, or having a disability which prevents or hinders them from making use of facilities of a kind generally provided for pupils of the same age in mainstream schools.

## The four broad areas of need

| Communication & Interaction                                            | Cognition & Learning                                 | Social, Emotional & Mental Health                                             | Sensory and/or Physical                                                 |
|------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| including speech, language, communication and social interaction needs | including specific and general learning difficulties | including needs that affect emotional wellbeing, regulation and participation | including sensory, physical and medical needs where these result in SEN |

These categories help schools plan provision, but they do not describe the whole child. A pupil may have needs across more than one area and their needs may change over time.

## SEN and disability are not the same thing

A pupil may be disabled under the Equality Act 2010 without having SEN, and a pupil with SEN may not meet the Equality Act definition of disability. The school considers its duties under both the Children and Families Act 2014 and the Equality Act 2010.

### What is not SEN on its own?

Attendance, English as an additional language, being eligible for pupil premium, being looked after or previously looked after, family circumstances, health needs and behaviour are not, by themselves, categories of SEN. However, they may affect a pupil's learning or wellbeing and may co-exist with SEN. We will consider the whole child and will not assume that difficulties are caused by SEN without appropriate assessment.

## 4. Roles and responsibilities

### The governing body

The governing body is accountable for ensuring that the school meets its statutory duties towards pupils with SEN and disabilities. It will promote an inclusive culture, provide appropriate support and challenge to leaders, and keep the school's SEND arrangements under review.

- Ensure that the school uses its best endeavours to secure the special educational provision called for by pupils' SEN.
- Ensure there is a qualified teacher, or the headteacher, designated as the statutory SENCO and that statutory qualification requirements are met.
- Ensure the SENCO has sufficient time, resources and administrative support to carry out the role effectively.
- Oversee the SEN Information Report, accessibility planning, equality information and objectives, and the school's SEND policy.
- Ensure parents and pupils are meaningfully involved in SEND policy and practice.
- Receive appropriate information and training to fulfil SEND and disability responsibilities.

Mr Clive Parsons is the governor with responsibility for SEND and works with school leaders to monitor provision and report to the full governing body.

### **SEND leadership at Worsthorne**

The Headteacher retains overall responsibility for the leadership and management of the school. The statutory SENCO arrangements will comply with the SEND Regulations. The school's Associate SENDCo is Mrs Sara Toomey, Specialist Teacher, who holds the National Award for SEN Coordination (NASENCo).

The SEND leadership team works strategically and operationally to:

- oversee the day-to-day operation of this policy and coordinate provision for pupils with SEN;
- advise colleagues on the graduated approach and effective adaptation of teaching;
- support assessment, provision planning and review;
- liaise with parents/carers, pupils, external professionals, the local authority and receiving settings;
- support the appropriate deployment of SEND resources;
- work with the Designated Teacher where a looked-after or previously looked-after pupil has SEN;
- support the school to meet Equality Act duties, including reasonable adjustments and access arrangements;
- ensure SEND records are accurate, secure and up to date; and
- lead or coordinate relevant professional development.

### **Class teachers**

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including where a pupil accesses support from a teaching assistant or specialist. High-quality teaching, carefully adapted in response to assessment, is the first response to pupils who have or may have SEN.

### **Teaching assistants and other staff**

Teaching assistants work under the direction of teachers to deliver agreed provision, promote access and participation, and build independence. Support will be planned so that pupils remain connected to their teacher, peers and curriculum and do not become unnecessarily dependent on adult help.

## **5. Identifying special educational needs**

Worsthorne aims to identify emerging needs as early as possible. Concerns may be raised by the pupil, parents/carers, class teacher, teaching assistants, previous settings or external professionals.

A pupil will be identified as having SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. The school will not require a pupil to fail a predetermined number of interventions or support cycles before SEN can be identified.

Assessment may draw on:

- pupil and parent/carer views;
- teacher assessment, observation and curriculum information;
- progress over time and response to teaching and support;
- developmental, communication, social, emotional, sensory or physical information;
- standardised or diagnostic assessments where appropriate;
- PIVATS or other small-step assessment where this provides a meaningful measure of progress; and
- advice or assessment from relevant external professionals.

Slow progress and low attainment do not automatically mean that a pupil has SEN. Equally, attainment in line with age-related expectations does not rule out SEN where a pupil requires special educational provision to access learning, communicate, regulate, participate or function successfully in school.

## 6. The graduated approach: Assess – Plan – Do – Review

Where a pupil has SEN, the school will use a graduated approach. This is a continuous cycle rather than a one-off process.

### ASSESS

Build a rounded picture of strengths, needs, barriers, pupil voice, family views, progress and relevant assessment information.



### PLAN

Agree clear outcomes, provision, adjustments, who will deliver them, frequency/ratio where relevant, how impact will be measured and a review date.



### DO

The class teacher remains responsible. Agreed provision is implemented consistently, with specialist or teaching-assistant support where appropriate.



### REVIEW

Evaluate progress towards outcomes and the impact of provision with the pupil and family.  
Continue, adapt, intensify or reduce support in response to evidence.

Pupils receiving SEN Support will normally have their provision and outcomes formally reviewed with parents/carers at least three times each academic year. Reviews will consider progress towards agreed outcomes, the effectiveness and impact of provision, pupil views and any changes required.

### Pupil Overview of Provision (POP)

Where a pupil is placed on the SEN register, the school will normally use a Pupil Overview of Provision (POP), or equivalent individual plan, to summarise strengths, needs, agreed outcomes, reasonable adjustments and special educational provision. Outcomes will be specific and measurable and will be reviewed through the graduated approach.

#### A simple question at every review

What difference has the support made for this child? Provision will not continue simply because it has always been in place. We will consider impact, independence, participation, progress and the pupil's experience.

## 7. Working with parents, carers and pupils

Parents and carers know their children well and are essential partners in SEND decision-making. The school will communicate openly, respectfully and in accessible language, avoiding unnecessary jargon.

We will:

- listen to concerns and take them seriously;
- share information about strengths, needs, progress and support;

- involve parents/carers in SEN identification, planning and review;
- seek the pupil's views in a way that is appropriate to their age, communication profile and development;
- provide opportunities to discuss progress at least three times each year for pupils receiving SEN Support; and
- explain routes to further assessment, support, disagreement resolution and complaints where needed.

Pupil participation may include conversation, drawings, photographs, symbols, communication systems, observation, questionnaires or other approaches that enable the child's views to be represented meaningfully.

## **8. Provision, teaching and support**

The school provides a graduated range of support. The exact provision for an individual pupil will be based on assessed need rather than diagnosis alone.

### **Ordinarily available inclusive practice**

This may include explicit teaching, adapted resources, visual supports, careful seating and environmental adjustments, modelling, scaffolding, pre-teaching, retrieval and overlearning, structured routines, communication supports, sensory or regulation strategies, and flexible ways for pupils to demonstrate learning.

### **Targeted and specialist provision**

Where additional or different provision is required, this may include time-limited targeted teaching, structured evidence-informed intervention, individual or small-group support, specialist programmes, advice from external professionals or a more personalised curriculum. The class teacher remains responsible for ensuring that provision is integrated into the pupil's overall learning.

Interventions will have a clear purpose, baseline or starting point where appropriate, intended outcome, delivery arrangements and review point. Withdrawal from class will be carefully considered so that support does not unnecessarily reduce access to the curriculum, peers or wider school life.

## **9. Education, Health and Care (EHC) needs assessments**

Where, despite relevant and purposeful action through SEN Support, a pupil has not made expected progress, or where the nature or complexity of need indicates that this may be necessary, the school will consider with parents/carers and the pupil whether an EHC needs assessment may be appropriate.

The statutory test is whether it may be necessary for special educational provision to be made for the child in accordance with an EHC plan. A child does not need to have a 'lifelong' difficulty before an assessment can be considered.

A request may be made by a child's parent, a young person over compulsory school age, or a person acting on behalf of a school or post-16 institution. The school will provide relevant evidence and support families to understand the process. The local authority makes the statutory decision whether to assess and, following assessment, whether it is necessary to issue an EHC plan.

## **10. Pupils with EHC plans and annual reviews**

Where a pupil has an EHC plan, the school will work with the local authority and family to implement the plan. The school will use its best endeavours to secure the special educational provision specified in Section F; the local authority retains the statutory duty under section 42 of the Children and Families Act 2014 to secure the specified special educational provision.

## **Annual reviews**

EHC plans must be reviewed at least annually. Reviews will be person-centred and will consider progress towards outcomes, the continued appropriateness of provision, the pupil's and family's views, preparation for future transitions and whether amendments are required.

Following the annual review meeting, the school will prepare and send the review report to those invited within two weeks. The local authority must notify the parent or young person and the school of its decision whether to maintain, amend or cease the plan within four weeks of the review meeting. Relevant statutory phase-transfer deadlines will also be observed.

Where needs or circumstances change significantly, the school may request that the local authority considers an earlier review rather than waiting for the next routine annual review.

## **11. Equality, reasonable adjustments and accessibility**

Worsthorne will comply with the Equality Act 2010. The school will not discriminate unlawfully against disabled pupils and will make reasonable adjustments to avoid substantial disadvantage. In carrying out its functions, the school will have due regard to the Public Sector Equality Duty.

Reasonable adjustments are anticipatory: the school considers barriers before they prevent participation wherever reasonably possible. Adjustments may relate to teaching, communication, routines, assessment, the physical environment, equipment, policies or the way activities are organised.

The school's Accessibility Plan sets out how it will, over time, increase disabled pupils' access to the curriculum, improve the physical environment and improve access to information. The Accessibility Plan, equality information and objectives, and SEN Information Report should be read alongside this policy.

## **12. Social, emotional and mental health, behaviour and attendance**

Behaviour itself is not a category of SEN. Where a pupil presents with distressed, dysregulated, withdrawn or otherwise concerning behaviour, staff will seek to understand what the behaviour may be communicating and consider whether unmet learning, communication, sensory, emotional, mental health, environmental or other needs may be contributing.

The school will consider reasonable adjustments for disabled pupils and appropriate special educational provision for pupils with SEN when applying behaviour, attendance and other school policies. Support will be planned in a way that maintains safety while promoting regulation, belonging, participation and the development of independence.

Attendance difficulties do not automatically indicate SEN. Where attendance is affected by additional needs, the school will work with the pupil, family and relevant professionals to understand barriers and coordinate appropriate support.

## **13. Medical needs and safeguarding**

Pupils with medical conditions will be properly supported so that they can access education, school trips and physical education as fully as possible. Some pupils with medical conditions may also be disabled under the Equality Act 2010 and/or have SEN. Where this is the case, the relevant duties apply alongside the school's policy for supporting pupils with medical conditions.

Safeguarding is everybody's responsibility. Pupils with SEND may face additional safeguarding vulnerabilities or communication barriers. Staff will follow the school's safeguarding and child protection procedures and current statutory safeguarding guidance. SEND must never be used to explain away a safeguarding concern.

#### **14. Working with external professionals**

Where school-based assessment and provision indicate that further expertise would be helpful, the school may seek advice from relevant education, health, social care or voluntary-sector professionals. This may include educational psychology, specialist teaching, speech and language therapy, occupational or physiotherapy services, health professionals, mental health services and local authority inclusion or SEND services.

External advice will be considered within the graduated approach and translated into clear, practical provision. Where appropriate, the school may also work with families through Lancashire's Early Help arrangements and a Team Around the Family approach.

Families can also access independent information, advice and support through Lancashire SEND Information, Advice and Support Service (SENDIAS). Current contact information will be maintained in the school's SEN Information Report and website.

#### **15. Transition**

Transitions are planned in response to individual need. This includes entry to Reception, movement between classes or key stages, transfer to another primary school, transition to secondary school and changes to specialist or alternative provision.

Support may include additional visits, photographs or transition books, visual information, staff-to-staff meetings, pupil and parent meetings, sharing of successful strategies and reasonable adjustments, and involvement of relevant professionals.

For pupils with EHC plans, transition planning will form part of the annual review process and statutory phase-transfer arrangements will be followed. Relevant SEND records will be transferred securely to the receiving setting.

#### **16. Funding and resources**

Mainstream schools receive funding to support pupils with additional needs, including an identified notional SEN budget. This is not a ring-fenced individual allocation for a particular pupil. The school plans its overall resources to meet identified needs and may also receive additional high-needs/top-up funding through local authority arrangements.

Funding arrangements do not remove or reduce the school's statutory duty to use its best endeavours to secure the special educational provision called for by a pupil's SEN. Decisions about provision will be based on assessed need, impact and statutory responsibilities rather than a simplistic 'amount of money attached to a child'.

#### **17. Record keeping, confidentiality and data protection**

Information relating to pupils with SEND will be processed in accordance with UK GDPR, the Data Protection Act 2018, the school's Data Protection Policy, privacy notices and records-retention procedures.

Information will only be accessed or shared where there is an appropriate lawful basis and where this is necessary for education, support, safeguarding or wellbeing, or to meet statutory duties. Records will be stored securely, kept accurate and transferred, retained or disposed of in accordance with the school's records-management arrangements.

Parental consent is important in many aspects of partnership working, but data protection law does not require consent for every lawful use or sharing of SEND information. Where safeguarding duties apply, information may be shared without consent when it is lawful and necessary to do so.

## 18. Staff development

The school will identify professional-development needs in response to its pupil cohort, staff confidence, statutory responsibilities and school improvement priorities. Training may be whole-school, role-specific, class-specific or focused on an individual pupil's needs.

The SEND leadership team will support staff to translate training and professional advice into consistent classroom practice. Governors will also receive appropriate SEND and disability information or training to support effective oversight.

## 19. Complaints, disagreement resolution and support for families

We want concerns to be raised early so that they can be understood and addressed. Parents/carers are encouraged to speak first with the class teacher and/or SENDCo team. Where a concern remains unresolved, it may be raised with the Headteacher and then progressed through the school's published complaints procedure.

Where a disagreement relates to local authority SEND decisions or EHC processes, families may also have access to mediation, disagreement resolution and rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability), depending on the issue. Lancashire SENDIAS can provide impartial information and support.

### Raising a concern will not disadvantage your child

We value open communication. Parents and carers should feel able to ask questions, challenge respectfully and request clarification about their child's provision. Our aim is to resolve concerns constructively and keep the child's needs at the centre.

## 20. Monitoring, review and linked documents

This policy will be monitored by the Headteacher, SEND leadership team and governing body and reviewed at least annually, or sooner where statutory requirements or school arrangements change. The school will involve parents and pupils appropriately in reviewing SEND policy and practice.

This policy should be read alongside the school's:

- SEN Information Report;
- Accessibility Plan;
- Equality information and objectives;
- Inclusion Strategy;
- Behaviour policy;
- Anti-bullying policy;
- Supporting Pupils with Medical Conditions / Medical Needs policy;
- Intimate Care policy;
- Safeguarding and Child Protection policy;
- Attendance policy;
- Data Protection policy and privacy notices; and
- Complaints procedure.

The school also signposts families to Lancashire's SEND Local Offer for information about local education, health and social care services.

## Appendix A – Parent-friendly SEND pathway

What happens if you, your child or school staff are concerned about learning, communication, wellbeing, sensory/physical needs or access to school?

### 1. TALK

Share the concern. We listen to the pupil and family and gather information from staff.



### 2. UNDERSTAND

The teacher and SEND team consider strengths, barriers, progress, teaching and relevant assessment information.



### 3. ADJUST

Appropriate classroom adaptations and support are put in place without unnecessary delay.



### 4. IDENTIFY SEN, WHERE APPROPRIATE

If the child has a learning difficulty or disability that calls for special educational provision, they are identified as having SEN and placed on SEN Support.



### 5. PLAN TOGETHER

A POP or equivalent plan sets out outcomes, provision, adjustments and how impact will be measured.



### 6. DO & MONITOR

Provision is delivered consistently. The class teacher remains responsible for the pupil's learning and progress.



### 7. REVIEW

At least three formal SEN Support reviews each year. We ask what difference the support has made.

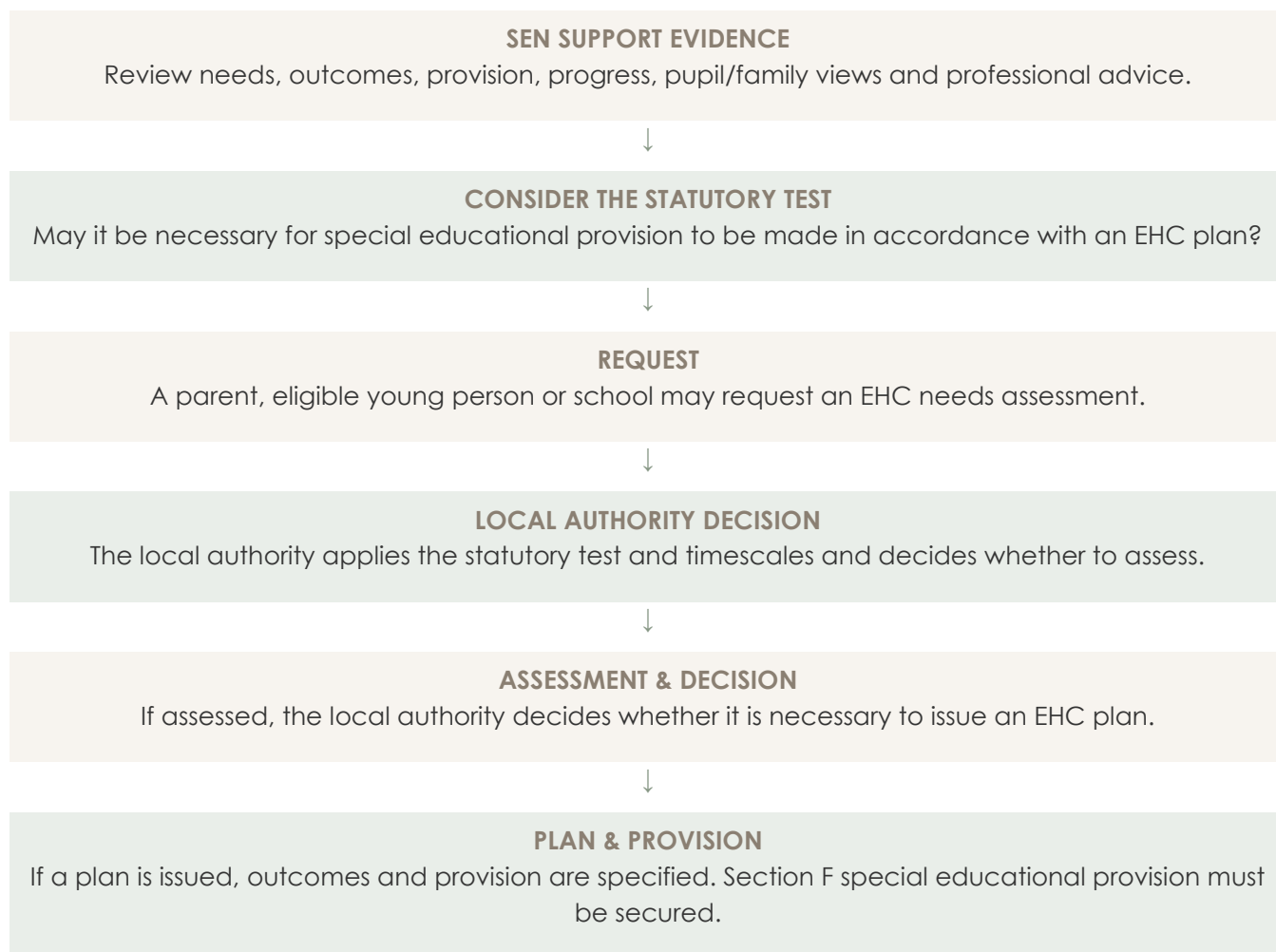


### 8. NEXT STEP

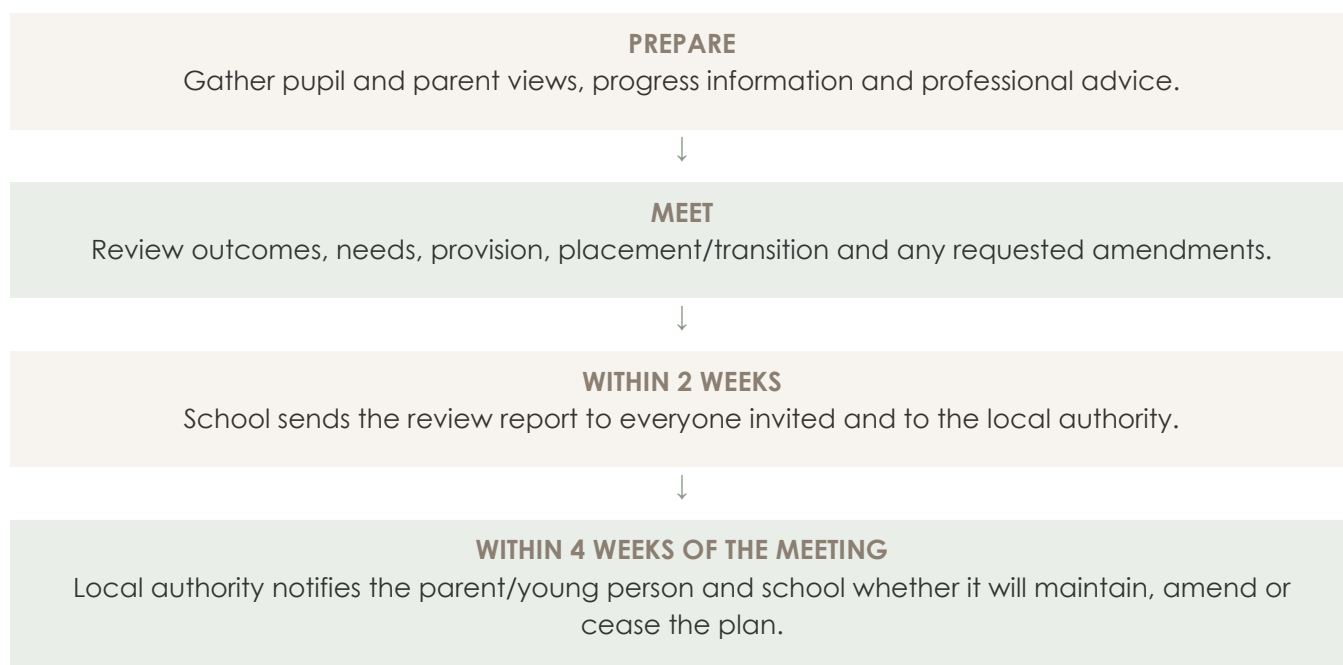
Support may continue, change, increase, reduce or, where appropriate, an EHC needs assessment may be considered.

## Appendix B – EHC needs assessment and annual review pathway

### Considering an EHC needs assessment



### Annual review of an EHC plan





#### **FOLLOW-UP**

School implements agreed provision and actions; statutory amendment/appeal processes apply where relevant.

#### **Policy approval**

|                           |                                      |
|---------------------------|--------------------------------------|
| <b>Approved by</b>        | Governing Body                       |
| <b>Approval date</b>      | _____                                |
| <b>Chair of Governors</b> | _____                                |
| <b>Next review</b>        | September 2027 or sooner if required |

**Key statutory/reference sources checked for this revision:** Children and Families Act 2014; SEND Regulations 2014 (as amended); SEND Code of Practice: 0–25 years; Equality Act 2010; DfE SEN and disability duties guidance for school governing boards; DfE mandatory SENCO qualification guidance. Current as checked September 2026.