

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY: Special Educational Needs and Disabilities (SEND) and Inclusive Practice Policy



VISION

Our vision is to be an excellent Church of England school which is forward thinking and strives for continual development.

We seek to support all our children in knowing that they are loved by God and encourage them in reaching their full potential academically, physically and spiritually.

We seek to develop in our children a great love of learning and for them to become confident, resilient, independent, inquisitive individuals who are able to both lead and serve others joyfully.

OUR MISSION

Our Christian values flow from the person of Jesus Christ and are:

Love • Courage • Creativity • Friendship • Responsibility • Peace • Compassion • Truthfulness • Respect & Reverence • Humility • Forgiveness • Trust • Thankfulness • Hope • Generosity • Wisdom • Perseverance • Service • Justice

These values underpin the work that we do as a Church of England school. Both adults and children in our school are expected to support and live out these values in order to create and develop a positive and caring environment in which all can grow, learn and work.

We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our staff and children work towards our vision by focusing on the following every day:

WE ARE GUIDED BY GOD

WE LOVE EACH OTHER

WE LOVE LEARNING

WE WONDER WHY

WE JOYFULLY SERVE

WE LEAD

WE PERSEVERE

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1. Vision and Christian Ethos

At Garstang St Thomas Church of England Primary School we believe that every child is uniquely created and deeply loved by God. We are committed to providing an inclusive Christian education in which every pupil is welcomed, valued and encouraged to flourish academically, socially, emotionally and spiritually.

Our school vision is rooted in our Christian values and underpins everything we do. We believe that all children should experience a sense of belonging, develop confidence in themselves and discover their God-given potential regardless of any special educational needs or disabilities.

We strive to create a learning community where differences are respected, diversity is celebrated and barriers to learning are removed wherever possible. Every member of staff shares responsibility for ensuring that pupils with SEND participate fully in the life of the school and achieve the very best outcomes.

Our approach reflects our school values:

- **We are guided by God** – recognising the dignity and worth of every child.
- **We love each other** – fostering an inclusive community where everyone belongs.
- **We love learning** – ensuring all pupils access an ambitious and engaging curriculum.
- **We wonder why** – encouraging curiosity and high aspirations for every learner.
- **We joyfully serve** – working collaboratively with families and professionals.
- **We lead** – empowering pupils to become confident, independent learners.
- **We persevere** – supporting pupils to overcome barriers and celebrate success.

Inclusion is not viewed as a separate aspect of school life; it is central to everything we do. We believe that pupils with SEND should, wherever possible, learn alongside their peers within the classroom through high-quality adaptive teaching, supported by carefully planned interventions when required.

2. Aims of this Policy

The purpose of this policy is to explain how Garstang St Thomas Church of England Primary School identifies, supports and reviews provision for pupils with Special Educational Needs and Disabilities (SEND).

The school aims to:

- ensure every pupil receives an ambitious, broad and balanced curriculum;
- identify additional needs as early as possible;
- provide high-quality adaptive teaching as the first response to need;
- remove barriers to learning and participation;
- ensure teachers remain responsible and accountable for the progress of every pupil in their class;
- work in close partnership with parents, carers and pupils;
- involve children in decisions affecting their education;
- promote independence, confidence and resilience;
- provide effective support through the graduated approach of Assess–Plan–Do–Review;
- ensure that additional provision is evidence-informed and regularly evaluated;
- work collaboratively with health professionals, educational psychologists, Lancashire County Council and other agencies;
- prepare pupils successfully for the next stage of education and adult life;
- meet all statutory duties under SEND and equality legislation.

The Governing Board is committed to ensuring that sufficient resources, training and leadership are in place to deliver high-quality provision for pupils with SEND.

3. Legislation and Statutory Guidance

This policy has been developed in accordance with current legislation and statutory guidance relating to Special Educational Needs and Disabilities (SEND). It should be read alongside the school's SEND Information Report, Accessibility Plan and other related policies.

The school will fulfil its duties under:

- The Children and Families Act 2014
- The SEND Code of Practice: 0–25 years
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Education Act 1996
- The Schools Admissions Code
- The Supporting Pupils at School with Medical Conditions statutory guidance
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- The Data Protection Act 2018 and UK GDPR

The Governing Board recognises its statutory responsibilities to ensure that pupils with SEND receive the support they require to access education and make good progress. Governors monitor the effectiveness of the school's SEND provision through regular reports from the Headteacher and SENDCo.

The school recognises that statutory guidance evolves over time. Where legislation or statutory guidance is updated, the school will implement any required changes without waiting for the annual policy review.

4. Definition of Special Educational Needs and Disabilities

The school uses the definition of Special Educational Needs contained within the Children and Families Act 2014.

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

A pupil has a learning difficulty or disability if they:

- have 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 educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally available for other pupils of the same age.

The school recognises that not all pupils with disabilities have SEND, and not all pupils with SEND are disabled under the Equality Act 2010. Nevertheless, the school has duties to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

The school also recognises that some pupils may require additional support for a period of time without meeting the threshold for SEND Support. Such pupils will receive appropriate adaptive teaching and targeted intervention without automatically being placed on the SEND Register.

The school is careful not to identify pupils as having SEND solely because they:

- have English as an Additional Language (EAL);
- are in receipt of Pupil Premium;

- have poor attendance;
- are looked after or previously looked after;
- are experiencing temporary emotional distress or bereavement;
- are making slower progress for reasons unrelated to a learning difficulty or disability.

However, pupils within these groups may also have SEND, and each child's needs are considered individually.

5. Principles of Inclusive Practice

Garstang St Thomas is committed to providing an inclusive learning environment where every pupil feels safe, valued and able to succeed.

The school believes that:

- every teacher is a teacher of pupils with SEND;
- high-quality adaptive teaching is the foundation of effective SEND provision;
- pupils should participate fully in the life of the school alongside their peers whenever possible;
- support should promote independence rather than dependence;
- interventions should complement, not replace, excellent classroom teaching;
- decisions should always be informed by evidence of impact;
- parents and carers are essential partners in their child's education;
- pupils should be involved in decisions affecting their learning wherever appropriate.

The school aims to remove barriers to participation through:

- high expectations for all pupils;
- an ambitious curriculum;
- adaptive teaching;
- reasonable adjustments;
- appropriate assistive technology where required;
- accessible learning environments;
- positive behaviour support;
- inclusive extracurricular opportunities;
- effective partnership working with families and external professionals.

6. The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These categories help schools plan provision but are not intended to fit every child into a single category.

6.1 Communication and Interaction

Pupils may experience difficulties with:

- speech and language development;
- understanding language;

- expressive communication;
- social communication;
- interaction with others.

This includes pupils with speech, language and communication needs (SLCN) and autistic pupils.

6.2 Cognition and Learning

Some pupils learn at a slower pace than their peers despite receiving appropriate teaching.

Needs may include:

- moderate learning difficulties;
- specific learning difficulties such as dyslexia, dyscalculia or dyspraxia;
- severe learning difficulties;
- profound and multiple learning difficulties.

6.3 Social, Emotional and Mental Health (SEMH)

Some pupils experience barriers arising from social, emotional or mental health needs.

These may include:

- anxiety;
- low mood;
- attachment needs;
- trauma;
- emotional regulation difficulties;
- attention difficulties;
- behavioural needs linked to underlying SEND.

The school recognises that behaviour is a form of communication and seeks to understand the underlying causes before determining appropriate support.

6.4 Sensory and/or Physical Needs

Some pupils require support because of:

- hearing impairment;
- visual impairment;
- multisensory impairment;
- physical disability;
- medical conditions affecting learning.

The school works closely with specialist advisory teachers and health professionals to ensure appropriate access arrangements, equipment and reasonable adjustments are in place.

7. Roles and Responsibilities

Providing effective support for pupils with Special Educational Needs and Disabilities is a shared responsibility. Every member of the school community has an important role in ensuring pupils with SEND are able to thrive academically, socially, emotionally and spiritually.

7.1 The Governing Board

The Governing Board has a statutory responsibility to ensure that the school meets its duties under the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice.

Governors are responsible for:

- ensuring the school has an appropriate SEND Policy and SEND Information Report;
- monitoring the effectiveness of SEND provision across the school;
- ensuring sufficient resources are allocated to meet pupils' needs;
- promoting an inclusive culture where all pupils are valued;
- ensuring appropriate arrangements are in place for identifying and supporting pupils with SEND;
- appointing a governor with responsibility for SEND;
- ensuring the school fulfils its duties under the Equality Act 2010, including making reasonable adjustments;
- receiving regular reports from the Headteacher and SENDCo regarding provision, outcomes and priorities for development.

The Governing Board will review this policy annually.

7.2 The Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND across the school.

The Headteacher will:

- promote a culture of inclusion and high expectations;
- ensure the school's SEND Policy is implemented effectively;
- work closely with the SENDCo to develop inclusive practice;
- ensure sufficient staffing and resources are available;
- oversee deployment of Learning Coaches and specialist provision;
- ensure staff receive appropriate training;
- monitor the quality of teaching and provision for pupils with SEND;
- report regularly to governors;
- ensure statutory duties are fulfilled.

The Headteacher is responsible for ensuring SEND remains a whole-school priority rather than the responsibility of one individual.

7.3 The SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) provides strategic leadership for SEND throughout the school.

The SENDCo will:

Strategic Leadership

- lead the strategic development of SEND provision;

- promote inclusive practice across the school;
- ensure provision reflects current statutory guidance and evidence-informed practice;
- contribute to whole-school improvement planning.

Identification and Assessment

- oversee early identification of additional needs;
- support staff in assessing pupils' strengths and barriers to learning;
- maintain and regularly review the SEND Register;
- analyse assessment information to identify patterns and emerging needs.

Supporting Staff

- advise teachers on adaptive teaching and SEND strategies;
- support the implementation of the Assess–Plan–Do–Review process;
- assist staff in writing high-quality provision plans;
- model effective classroom practice where appropriate;
- coordinate staff training and professional development.

Working with Families

- develop positive relationships with parents and carers;
- ensure parents are involved in planning and reviewing provision;
- provide advice regarding external support and available services;
- attend meetings with families where appropriate.

Multi-Agency Working

The SENDCo will coordinate involvement from external professionals including, where appropriate:

- Educational Psychology;
- Lancashire SEND Specialist Teaching Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- School Nursing;
- CAMHS and other mental health services;
- Children's Social Care;
- Inclusion Services;
- Early Help;
- other agencies as required.

Education, Health and Care Plans

The SENDCo will:

- coordinate requests for Education, Health and Care Needs Assessments where appropriate;
- contribute professional advice and evidence;
- implement and monitor provision outlined in EHCPs;
- organise Annual Reviews within statutory timescales;
- ensure recommendations from Annual Reviews are implemented.

Monitoring Provision

The SENDCo will monitor:

- quality of provision;
- effectiveness of interventions;
- progress of pupils with SEND;
- deployment of resources;
- use of SEND funding;
- outcomes for pupils.

7.4 Class Teachers

Every teacher is a teacher of pupils with SEND.

Class teachers remain responsible and accountable for the progress and development of every pupil in their class, including where pupils receive additional support from Learning Coaches or specialist staff.

Teachers will:

- know the needs of every pupil they teach;
- provide high-quality adaptive teaching;
- create an inclusive classroom environment;
- implement recommendations from the SENDCo and external professionals;
- assess progress regularly;
- contribute to the Assess–Plan–Do–Review cycle;
- write and review provision plans;
- meet regularly with parents;
- ensure interventions complement classroom learning;
- work collaboratively with Learning Coaches;
- encourage pupils to become increasingly independent learners.

The responsibility for pupils with SEND remains with the class teacher at all times.

7.5 Learning Coaches

Learning Coaches make a highly valued contribution to the education of pupils with SEND.

Working under the direction of the class teacher, Learning Coaches support pupils to access learning, develop independence and achieve positive outcomes.

Learning Coaches may:

- deliver evidence-informed interventions;
- reinforce classroom learning;
- support pupils during lessons;
- promote independence and resilience;
- provide feedback to teachers regarding pupil progress;
- contribute observations to reviews;
- support communication with families where appropriate;
- assist with personal care where required;
- support pupils during educational visits and extracurricular activities.

Learning Coaches do **not** replace the role of the class teacher. Their work complements high-quality classroom teaching.

The school is committed to providing ongoing professional development to ensure Learning Coaches have the knowledge and skills required to meet pupils' needs effectively.

7.6 Parents and Carers

Parents and carers are recognised as experts in their own child.

The school values strong partnerships based on openness, trust and shared aspirations.

Parents and carers are encouraged to:

- share information about their child's strengths and needs;
- attend review meetings;
- contribute to decision making;
- support agreed strategies at home where appropriate;
- communicate any concerns promptly;
- celebrate their child's achievements.

The school will ensure parents receive clear information regarding:

- identified needs;
- planned provision;
- expected outcomes;
- progress;
- available support services;
- statutory processes where applicable.

7.7 Pupils

Pupil voice is central to effective SEND provision.

Where appropriate, pupils will be supported to:

- express their views;

- identify what helps them learn;
- contribute to target setting;
- attend review meetings where appropriate;
- make choices about support;
- develop independence and self-advocacy.

The school believes that listening carefully to pupils leads to better outcomes and greater engagement in learning.

7.8 External Professionals

The school works collaboratively with a range of professionals to ensure pupils receive coordinated support.

External professionals provide:

- specialist assessment;
- advice to teachers;
- training for staff;
- recommendations for provision;
- direct work with pupils where appropriate;
- support for families.

Recommendations made by external professionals are considered carefully and incorporated into classroom practice where appropriate.

7.9 All Staff

All staff are responsible for promoting an inclusive culture.

Every adult working within the school is expected to:

- uphold high expectations for every pupil;
- promote positive relationships;
- understand their safeguarding responsibilities;
- contribute to inclusive practice;
- identify concerns promptly;
- maintain confidentiality;
- participate in relevant professional development;
- work collaboratively to improve outcomes for pupils with SEND.

8. Identifying SEND

At Garstang St Thomas Church of England Primary School we are committed to identifying pupils' needs at the earliest possible opportunity so that appropriate support can be put in place without delay.

Early identification enables pupils to receive timely support, reduces barriers to learning and helps secure positive long-term outcomes.

Identification is viewed as an ongoing process rather than a single event. Needs may emerge over time and are reviewed regularly throughout a pupil's education.

The school adopts a graduated approach to identification, recognising that pupils develop at different rates and that slower progress does not necessarily indicate a special educational need.

8.1 Early Identification

Concerns may be identified through:

- teacher assessment and day-to-day observations;
- pupil progress meetings;
- formative and summative assessment;
- Early Years Foundation Stage assessment;
- information from previous schools or early years settings;
- discussions with parents or carers;
- pupil voice;
- attendance patterns;
- behaviour and wellbeing concerns;
- reports from health professionals;
- advice from external agencies;
- screening assessments where appropriate.

Teachers remain vigilant to emerging needs throughout the school year.

8.2 What Does Not Automatically Mean SEND?

The school carefully considers whether difficulties arise from factors other than SEND.

The following, in isolation, do **not** necessarily indicate Special Educational Needs:

- English as an Additional Language (EAL);
- poor attendance;
- prolonged absence;
- disadvantage;
- being in receipt of Pupil Premium;
- looked after or previously looked after status;
- gaps in learning due to interrupted education;
- temporary emotional distress;
- bereavement;
- limited prior educational experiences.

Where these factors are present, the school considers the whole child before deciding whether SEND Support is appropriate.

8.3 Initial Concerns

When concerns first arise, the class teacher will:

- gather evidence through assessment and observation;
- discuss concerns with parents or carers;
- consider the pupil's strengths alongside any difficulties;
- implement appropriate adaptive teaching strategies;
- monitor the impact of adjustments;
- seek advice from the SENDCo where appropriate.

Many pupils respond well to these adjustments and require no further SEND provision.

8.4 Monitoring

Some pupils may require a period of enhanced monitoring before a decision is made regarding SEND Support.

During this period the class teacher may:

- increase classroom adaptations;
- trial evidence-informed strategies;
- monitor progress more frequently;
- gather further assessment information;
- consult parents regularly;
- seek advice from the SENDCo.

The purpose of monitoring is to determine whether difficulties are reducing following high-quality classroom practice.

8.5 Deciding Whether a Pupil Requires SEND Support

A pupil may be identified as requiring SEND Support where, despite receiving high-quality adaptive teaching and appropriate classroom support, they continue to experience significant barriers to learning.

Decisions are made collaboratively between:

- the class teacher;
- the SENDCo;
- parents or carers;
- the pupil, where appropriate.

The decision is based upon a range of evidence rather than a single assessment or test result.

The school recognises that identification should never be delayed simply to accumulate evidence where support is clearly required.

9. The Graduated Approach

Garstang St Thomas follows the graduated approach described within the SEND Code of Practice.

Provision follows a continuous cycle of:

Assess → Plan → Do → Review

This process ensures provision remains responsive to each pupil's changing needs.

9.1 Assess

The first stage involves developing a detailed understanding of the pupil's strengths, needs and barriers to learning.

Assessment may include:

- classroom observations;
- teacher assessment;
- standardised assessments where appropriate;
- discussions with parents;
- pupil voice;
- previous school information;
- health reports;
- external agency advice.

Assessment considers the whole child, including academic, social, emotional, physical and communication needs.

9.2 Plan

Where SEND Support is required, the class teacher and SENDCo work together with parents to agree:

- identified needs;
- desired outcomes;
- classroom adaptations;
- additional provision;
- intervention programmes;
- staff responsibilities;
- review arrangements.

Provision should be proportionate, evidence-informed and focused on improving independence as well as attainment.

Parents receive clear information about:

- what support will be provided;
- who will deliver it;
- expected outcomes;
- when progress will be reviewed.

9.3 Do

The agreed provision is implemented.

The class teacher remains responsible for:

- planning learning;
- monitoring progress;
- evaluating classroom provision;
- directing the work of Learning Coaches;
- ensuring interventions complement classroom learning.

Learning Coaches deliver agreed support under the guidance of the class teacher.

The SENDCo provides advice, monitoring and support throughout implementation.

9.4 Review

Provision is reviewed regularly to evaluate its effectiveness.

Reviews consider:

- progress towards agreed outcomes;
- pupil voice;
- parental feedback;
- teacher assessment;
- intervention impact;
- attendance;
- wellbeing;
- independence.

Review meetings determine whether:

- provision should continue;
- strategies should change;
- support should increase;
- support can be reduced;
- external advice should be sought.

The review stage naturally leads into the next Assess phase, creating a continuous cycle of improvement.

10. SEND Support

Where a pupil is identified as requiring SEND Support, provision will be carefully planned around their individual needs.

Provision may include:

- adaptive classroom teaching;
- targeted interventions;
- additional adult support;
- communication programmes;
- emotional wellbeing support;

- sensory adaptations;
- assistive technology;
- specialist equipment;
- advice from external professionals.

Support will always be personalised.

The school avoids a "one size fits all" approach.

10.1 Provision Planning

The school aims to ensure provision planning is purposeful, accessible and focused on improving outcomes.

Individual Pupil Plans will normally identify:

- strengths;
- identified needs;
- desired outcomes;
- classroom strategies;
- additional provision;
- responsibilities;
- review date.

10.2 Involving Parents

Parents are involved throughout the graduated approach.

The school will:

- listen carefully to parental views;
- explain assessment findings;
- agree outcomes together;
- review progress collaboratively;
- share strategies that can be used at home.

Parents are encouraged to contact the class teacher or SENDCo whenever concerns arise rather than waiting for formal review meetings.

10.3 Pupil Voice

Where appropriate, pupils are encouraged to contribute to discussions about:

- what they enjoy;
- what they find difficult;
- strategies that help them learn;
- their aspirations;
- targets for improvement.

The school believes pupils are more likely to succeed when they understand and contribute to decisions about their learning.

10.4 Removing a Pupil from the SEND Register

A pupil may no longer require SEND Support if evidence demonstrates that they are making sustained progress and no longer require provision that is additional to or different from that normally available.

This decision will only be made following discussion between:

- the class teacher;
- the SENDCo;
- parents or carers;
- the pupil where appropriate.

Removal from the SEND Register does not mean support stops.

Teachers will continue to monitor progress carefully and provide adaptive teaching as part of normal classroom practice.

If concerns re-emerge, the graduated approach will recommence promptly.

11. Education, Health and Care Plans (EHCPs)

For a small number of pupils, despite high-quality teaching and carefully planned SEND Support, needs may remain significant and long-term. In these circumstances, the school may request that Lancashire County Council carries out an Education, Health and Care (EHC) Needs Assessment.

An EHC Needs Assessment may be requested where evidence demonstrates that:

- a pupil has significant and persistent barriers to learning;
- the graduated approach has been implemented over time;
- provision has been regularly reviewed and adapted;
- specialist advice has been sought where appropriate;
- the pupil requires support beyond the resources ordinarily available within a mainstream school.

Requests for assessment are made collaboratively with parents or carers and are supported by evidence gathered through the Assess–Plan–Do–Review process.

11.1 Education, Health and Care Plans

Where Lancashire County Council issues an Education, Health and Care Plan (EHCP), the school will:

- ensure the provision specified within the EHCP is implemented;
- work collaboratively with parents and external professionals;
- monitor progress towards agreed outcomes;
- review provision regularly;
- ensure pupils are fully included in school life wherever appropriate;
- use allocated funding effectively and transparently.

The school recognises that an EHCP is a legal document and is committed to fulfilling the educational provision specified within it.

11.2 Annual Reviews

Every pupil with an EHCP will have an Annual Review organised by the school in accordance with statutory requirements.

Annual Reviews will:

- evaluate progress towards agreed outcomes;
- consider the pupil's views;
- include parental contributions;
- review current provision;
- consider recommendations from professionals;
- identify outcomes for the coming year;
- consider preparation for future transitions.

The SENDCo will coordinate the review process and submit recommendations to Lancashire County Council within the required timescales.

Where significant changes are needed before the Annual Review, interim meetings may be arranged.

12. Working in Partnership with Parents and Carers

Garstang St Thomas believes that effective partnerships with parents and carers are fundamental to successful SEND provision.

Parents know their child best and play a vital role in identifying strengths, understanding needs and supporting learning.

The school is committed to building relationships based upon:

- trust;
- openness;
- mutual respect;
- shared decision-making;
- honest communication.

Parents are encouraged to contact the school whenever they have questions or concerns regarding their child's learning or wellbeing.

12.1 The School Will

The school will:

- listen carefully to parental views;
- involve parents in decisions from the earliest opportunity;
- explain assessment information clearly;
- agree outcomes collaboratively;
- provide regular opportunities to review progress;

- respond promptly to concerns;
- provide information about available support services;
- signpost families to Lancashire SENDIASS and the Lancashire Local Offer where appropriate.

12.2 Parents and Carers Are Encouraged To

Parents and carers are encouraged to:

- attend meetings;
- share relevant information;
- support agreed strategies at home;
- celebrate successes;
- communicate any concerns promptly;
- work collaboratively with school staff.

The school recognises that parents may sometimes have different views regarding support. These differences will always be discussed respectfully with the child's best interests at the centre of decision-making.

13. Pupil Voice

Pupils are central to decisions about their education.

Where appropriate and in a manner suited to their age and stage of development, pupils will be encouraged to:

- discuss what helps them learn;
- identify barriers they experience;
- contribute to review meetings;
- help set personal goals;
- express aspirations for the future;
- evaluate the support they receive.

The school values children's perspectives and believes that meaningful participation promotes independence, confidence and resilience.

14. Working with External Agencies

The school recognises that some pupils benefit from support provided by professionals beyond the school.

External agencies work in partnership with school staff and families to improve outcomes for children.

Support may include:

- consultation;
- specialist assessment;
- staff training;
- recommendations for classroom practice;

- direct work with pupils;
- advice regarding specialist equipment;
- transition planning.

The school seeks parental consent before involving external professionals unless safeguarding responsibilities require otherwise.

14.1 Agencies May Include

Depending upon individual need, the school may work with:

- Lancashire SEND Specialist Teaching Service;
- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- School Nursing Service;
- Child and Adolescent Mental Health Services (CAMHS);
- Community Paediatricians;
- Inclusion Services;
- Children's Social Care;
- Early Help;
- Family Hubs;
- Specialist Advisory Teachers;
- Vision and Hearing Impairment Services;
- voluntary organisations and charities.

This list is not exhaustive and additional agencies may be involved where appropriate.

14.2 Multi-Agency Working

Where several professionals are involved, the school will coordinate communication to ensure support is joined up and centred on the child's needs.

The SENDCo will normally act as the main point of contact for external agencies and will ensure recommendations are shared with relevant staff.

Teachers remain responsible for implementing agreed strategies within the classroom.

14.3 Information Sharing

Information will only be shared with external agencies:

- with parental consent where appropriate;
- in accordance with data protection legislation;
- where it supports improved outcomes for the child;
- where safeguarding legislation requires information to be shared.

The school aims to ensure families understand why information is being shared and how it will be used.

15. Supporting Pupils with Medical Conditions

The Governing Board recognises its duty to ensure that pupils with medical conditions are properly supported so that they can access education, including educational visits, residential experiences, physical education and extra-curricular activities.

The school follows the statutory guidance **Supporting Pupils at School with Medical Conditions** and works closely with families and health professionals to ensure appropriate arrangements are in place.

Where a pupil has both SEND and a medical condition, the school will ensure that provision is coordinated so that educational, health and care needs are considered together.

15.1 Individual Healthcare Plans

Where appropriate, an Individual Healthcare Plan (IHP) will be developed in partnership with:

- parents or carers;
- the pupil where appropriate;
- school staff;
- relevant healthcare professionals.

Healthcare Plans will normally include:

- details of the medical condition;
- medication requirements;
- emergency procedures;
- staff responsibilities;
- arrangements for educational visits;
- any reasonable adjustments required.

All relevant staff will receive appropriate information and training where necessary.

15.2 Administration of Medicines

The school follows its Administration of Medicines Policy.

Where medicines are required during the school day:

- parental consent will be obtained where required;
- medicines will be stored securely;
- appropriate records will be maintained;
- trained staff will administer medication where appropriate.

Emergency medication, including inhalers, adrenaline auto-injectors and other prescribed emergency medication, will be readily accessible.

15.3 Attendance

The school recognises that some pupils with SEND or medical conditions may experience difficulties attending school regularly.

Where attendance is affected, the school will:

- work closely with families;
- identify barriers to attendance;
- liaise with healthcare professionals where appropriate;
- make reasonable adjustments where possible;
- support pupils in maintaining engagement with learning.

The school recognises that good attendance is important for all pupils and seeks to remove barriers rather than penalise children whose attendance is affected by SEND or medical needs.

16. Social, Emotional and Mental Health (SEMH)

Positive emotional wellbeing is fundamental to successful learning.

The school recognises that children may experience social, emotional or mental health needs at any stage of their education.

These needs may be temporary or long term and may or may not constitute SEND.

Staff understand that behaviour is often a form of communication and seek to understand the reasons behind behaviour before determining appropriate support.

The school promotes wellbeing through:

- positive relationships;
- a nurturing and inclusive environment;
- high expectations alongside appropriate support;
- effective behaviour management;
- opportunities to develop resilience;
- pastoral support;
- early intervention.

Where additional support is required, the school may seek advice from external professionals.

16.1 Emotional Wellbeing

The school aims to help pupils develop:

- confidence;
- resilience;
- self-esteem;
- emotional regulation;
- positive friendships;
- independence.

Support may include:

- pastoral intervention;
- small-group work;

- individual support;
- mentoring;
- social skills programmes;
- referral to external services where appropriate.

17. Inclusion and Adaptive Teaching

The school believes that the highest-quality provision for pupils with SEND begins with excellent classroom teaching.

Adaptive teaching enables pupils to access an ambitious curriculum while maintaining high expectations for all.

Teachers carefully consider how learning can be adapted through:

- effective questioning;
- clear explanations;
- modelling;
- scaffolded learning;
- adapted resources;
- visual supports;
- practical learning opportunities;
- assistive technology where appropriate;
- flexible grouping;
- regular assessment.

Adaptive teaching should benefit all learners while ensuring pupils with SEND can participate fully alongside their peers.

The school does not expect teachers to create entirely separate curricula for pupils with SEND unless this is required through an Education, Health and Care Plan.

17.1 Ordinarily Available Provision

The school is committed to delivering high-quality ordinarily available provision before considering additional SEND Support.

Ordinarily available provision includes:

- high-quality adaptive teaching;
- effective classroom routines;
- inclusive learning environments;
- positive behaviour strategies;
- differentiated resources where appropriate;
- regular formative assessment;
- strong relationships;

- quality feedback.

Where these approaches are insufficient, the graduated approach will be implemented.

17.2 Reasonable Adjustments

Under the Equality Act 2010 the school has a duty to make reasonable adjustments for disabled pupils.

Adjustments may include:

- changes to classroom organisation;
- adapted resources;
- specialist equipment;
- alternative methods of recording work;
- additional time where appropriate;
- accessible educational visits;
- environmental adaptations.

Reasonable adjustments are made on an individual basis and are reviewed regularly.

18. Learning Coaches

Learning Coaches are an integral part of the school's inclusive provision.

They work under the direction of the class teacher and play an important role in supporting pupils to access learning, develop confidence and achieve independence.

Learning Coaches do not replace the role of the teacher.

Instead, they enhance classroom provision by:

- delivering agreed interventions;
- supporting learning within lessons;
- encouraging independence rather than dependence;
- promoting communication;
- facilitating peer interaction;
- reinforcing learning;
- providing feedback to teachers;
- contributing to assessment and review.

The deployment of Learning Coaches is reviewed regularly to ensure support has maximum impact.

The school seeks to avoid creating unnecessary dependency on adult support and encourages pupils to become increasingly independent learners.

18.1 Professional Development

The school is committed to ensuring Learning Coaches receive high-quality professional development.

Training may include:

- autism;
- speech and language;
- dyslexia;
- SEMH;
- positive behaviour support;
- attachment;
- sensory needs;
- safeguarding;
- medical conditions;
- intervention programmes.

Learning Coaches are encouraged to contribute actively to reviews and professional discussions regarding pupils they support.

19. Inclusion Beyond the Classroom

Pupils with SEND are entitled to participate fully in all aspects of school life.

The school seeks to ensure pupils with SEND have equitable access to:

- educational visits;
- residential experiences;
- worship;
- clubs;
- sporting activities;
- performances;
- leadership opportunities;
- school council;
- enrichment activities.

Where necessary, reasonable adjustments will be made to enable participation.

Risk assessments will focus upon enabling safe participation rather than preventing opportunities.

The school believes that inclusion extends beyond the classroom and that every pupil should experience a rich, broad and enjoyable education.

20. Monitoring and Evaluation

The school is committed to continually evaluating the quality and impact of its SEND provision to ensure that pupils achieve the best possible outcomes.

Monitoring focuses on improving outcomes for pupils rather than simply measuring the amount of support provided.

The effectiveness of SEND provision is evaluated through:

- progress and attainment data;
- progress towards individual outcomes;

- classroom observations and learning walks;
- work scrutiny;
- pupil voice;
- parent and carer feedback;
- provision reviews;
- intervention evaluations;
- attendance and behaviour information;
- participation in wider school life;
- outcomes for pupils with EHCPs;
- governor monitoring.

The SENDCo reports regularly to the Headteacher and Governing Board on:

- numbers of pupils receiving SEND Support;
- pupils with Education, Health and Care Plans;
- progress and attainment;
- effectiveness of interventions;
- deployment of resources;
- priorities for development;
- staff training;
- statutory compliance.

Provision is adapted where monitoring identifies that improvements can be made.

21. Training and Professional Development

The school recognises that high-quality SEND provision depends upon knowledgeable and confident staff.

Professional development is therefore a whole-school priority.

Training is planned in response to:

- statutory requirements;
- emerging pupil needs;
- school improvement priorities;
- developments in research and best practice;
- advice from external professionals.

Professional development may include:

- whole-school training;
- SENDCo briefings;
- external courses;

- online learning;
- coaching and mentoring;
- peer observations;
- specialist advice from partner agencies.

New members of staff receive induction covering:

- safeguarding responsibilities;
- inclusive practice;
- adaptive teaching;
- the graduated approach;
- key SEND procedures;
- relevant pupils' needs.

Learning Coaches are included in professional development and are encouraged to develop specialist expertise.

22. Accessibility

The school is committed to ensuring that disabled pupils are not disadvantaged and are able to participate fully in school life.

The Accessibility Plan sets out how the school will:

- improve access to the curriculum;
- improve the physical environment;
- improve access to written information.

Reasonable adjustments are made wherever practicable to ensure pupils can:

- access learning;
- participate in educational visits;
- attend clubs;
- take part in worship and performances;
- enjoy all aspects of school life.

Accessibility is considered whenever improvements are made to the school environment or curriculum.

23. Equality

The school is committed to promoting equality of opportunity for all pupils.

No pupil will be discriminated against because of:

- disability;
- race;
- religion or belief;
- sex;

- gender reassignment;
- sexual orientation;
- pregnancy or maternity.

The school actively promotes:

- dignity;
- respect;
- inclusion;
- participation;
- high aspirations;
- equal opportunities.

The Governing Board monitors equality through regular review of school policies and pupil outcomes.

24. Safeguarding

The Governing Board recognises that safeguarding is everyone's responsibility.

Some pupils with SEND may be more vulnerable to abuse, neglect or exploitation and may face additional barriers in communicating concerns.

All staff receive safeguarding training and understand that:

- pupils with SEND may communicate differently;
- behavioural changes may indicate safeguarding concerns;
- attendance concerns require careful consideration;
- all concerns must be reported immediately in line with the school's Safeguarding and Child Protection Policy.

The SENDCo works closely with the Designated Safeguarding Lead to ensure pupils receive coordinated support where safeguarding and SEND overlap.

25. Complaints

The school values positive relationships with parents and aims to resolve concerns quickly and informally wherever possible.

Parents who have concerns about SEND provision are encouraged to discuss these initially with:

1. the class teacher;
2. the SENDCo;
3. the Headteacher.

Where concerns cannot be resolved informally, parents may use the school's Complaints Policy.

Parents may also seek impartial advice from **Lancashire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)**.

The Governing Board will consider complaints in accordance with the school's published Complaints Policy.

26. Related Policies and Documents

This policy should be read alongside the following school policies:

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Admissions Policy
- Data Protection Policy
- Teaching and Learning Policy
- Curriculum Policy

27. Policy Review

This policy will be reviewed annually by the Governing Board or sooner if required by changes in legislation or statutory guidance.

Approved by	Governing Board
Responsible Officer	Assistant Headteacher (Inclusion) / SENDCo
Review Cycle	Annual
Next Review	September 2027

Appendix A – The Graduated Approach

Assess

- Gather evidence from assessment, observation, parents and pupil voice.
- Identify strengths, needs and barriers to learning.

Plan

- Agree desired outcomes.
- Identify classroom adaptations and additional provision.
- Clarify responsibilities.
- Set a review date.

Do

- Deliver agreed provision.
- Maintain teacher accountability.
- Ensure Learning Coaches work under teacher direction.

- Monitor implementation.

Review

- Evaluate impact.
- Consider pupil and parent views.
- Decide next steps.
- Begin the cycle again where appropriate.

Appendix B – The Four Areas of SEND

Area of Need	Examples
Communication and Interaction	Speech and language needs, autism, social communication difficulties
Cognition and Learning	Dyslexia, dyscalculia, moderate learning difficulties, severe learning difficulties
Social, Emotional and Mental Health	Anxiety, attachment needs, emotional regulation, ADHD where it creates SEND
Sensory and/or Physical	Hearing impairment, visual impairment, physical disability, medical needs affecting learning

Appendix C – Key Contacts

Headteacher:

Mr Jim Blakely

Assistant Headteacher (Inclusion) / SENDCo:

Mr Jack Wilkinson

Pastoral Leader and Designated Safeguarding Lead (DSL):

Mrs Rachel Procter

School Telephone:

01995 603454

School Email:

office@garstang-st-thomas.lancs.sch.uk

SEND Email:

inclusion@garstang-st-thomas.lancs.sch.uk

DSL Email:

dsl@garstang-st-thomas.lancs.sch.uk