

SEN Policy and Information Report

Farington Moss St Paul's C.E School



THRIVE IN THE GIFT OF LIFE

John 10:10: 'I came that they may have life, and
have it abundantly.'

Approved by:

James Eccleston

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Farington Moss St. Paul's CE Primary school we are committed to meeting the needs of pupils with special educational needs and ensuring that they make progress. In line with our mission statement we aim to:-

"Provide a supportive environment in which all members have regard and respect for each other and for their own personal development."

We realise The School's Christian Vision:-

Thrive in the gift of life

John 10:10: 'I came that they may have life, and have it abundantly.'

Through inspiring and nurturing our whole school family to grow and reach their full potential.

At Farington Moss St Paul's we believe that all children should have the opportunity to access the curriculum, whatever their special educational need. This policy aims to ensure that through early identification and careful curriculum planning the needs of all children are met.

In addition to the responsibilities of the Head teacher and SENCO, all other staff have responsibilities towards children with special educational needs. All teachers are teachers of children with special educational needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. What is SEN?

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

They have a learning difficulty or disability if they have:

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

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children may have special educational needs either throughout or at any time during their school career.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. A Pryce

They will:

- Work with the headteacher, Senior Leadership team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure pupil's medical needs are met

4.2 The SEN governor

The SEN governor is Mrs. J Cooper

They will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

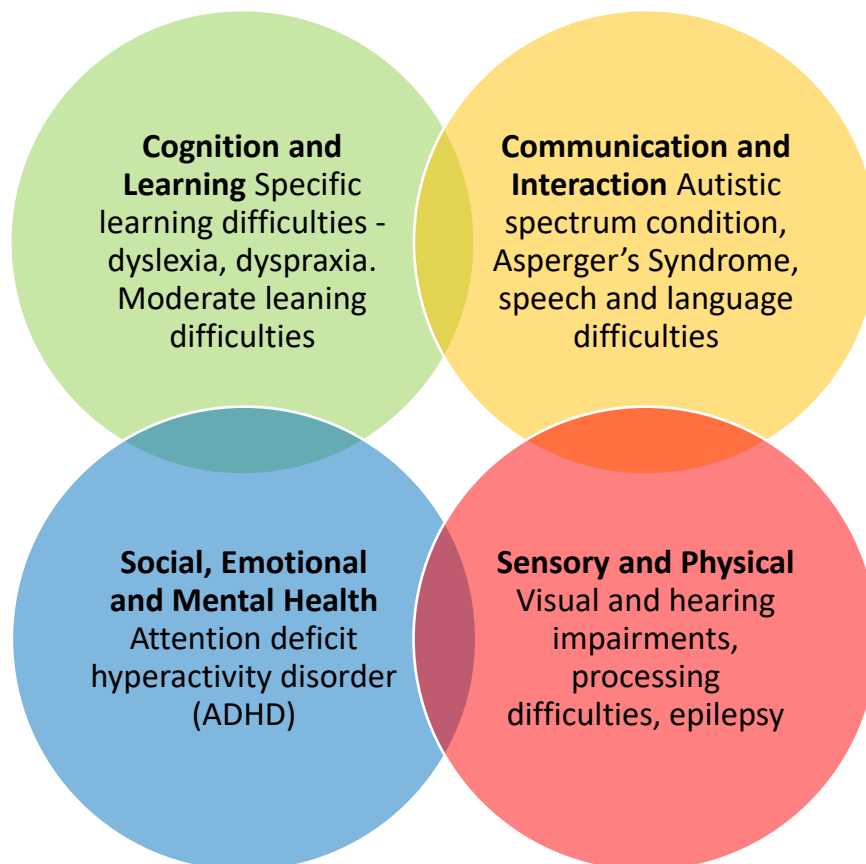
Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's individual education plan, progress and development and decide on any changes to provision termly
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:



Other factors may impact a child's progress and attainment which do not necessarily mean they have SEN. These can include:

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

5.2 Identifying pupils with SEN and assessing their needs

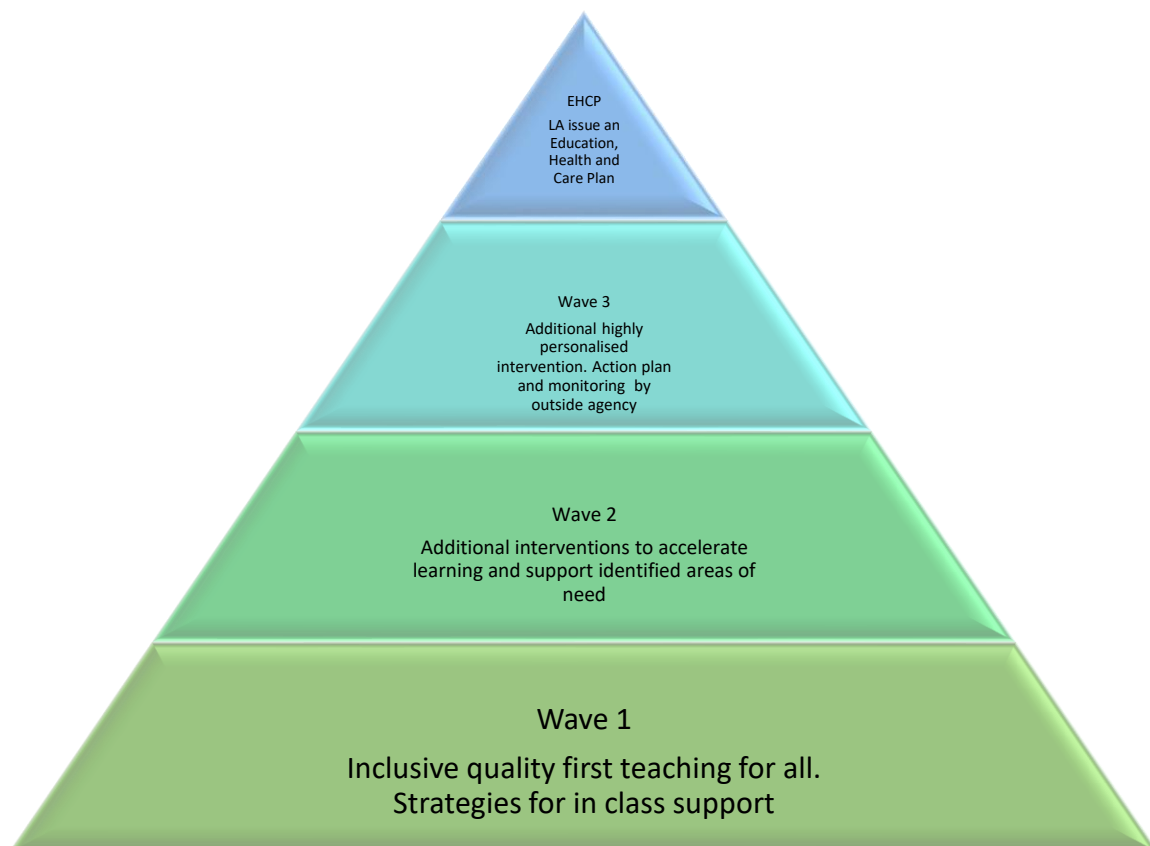
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We use a tiered 3 wave approach to identify the level of need and support necessary:



Teachers will inform the SENCO and parents if they are supporting the child with intervention at Wave 2. An Individual education plan (I.E.P) is written and reviewed termly.

If a child fails to make adequate progress over a 12-month period then support from external agencies can be sought at Wave 3.

When the school makes a request for statutory assessment to the LA, the child will have demonstrated significant cause for concern. The LA will seek evidence from the school, that any strategy or programme implemented, has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

If a child has an EHC plan, long term targets are set, the amount and type of support is specified. The school will review the EHCP at least annually. Advice will be collected from support agencies involved, the school, parents and the child. The SENDO will be involved in the review and findings will be submitted to the L.A inclusion team within 2 weeks of the review. The L.A will adjust the plan if changes are identified.

5.3 Consulting and involving pupils and parents

On admittance to our school parents are invited to have an early discussion about any concerns they have about their child. If a child has special educational needs which are apparent in preschool, the records are forwarded and acted upon by the Reception class teacher/SENCO. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

For pupils with an EHCP, review meetings are held annually and parents also attend regular Parents Evenings. In addition, the School welcomes all parents to talk to the class teacher, SENCO or member of the SLT should they have any SEND concerns.

Many pupils with unmet needs are supported through half termly Team Around the Family (T.A.F) meetings led by the Family Support Worker, Jill Jackson.

5.4 Assessing and reviewing pupils' progress towards outcomes

The class teacher will monitor the attainment and progress of pupils with special educational needs on a day to day basis. A central record of all assessments is recorded using

Insight, an online tool, to track progress and provide data on pupil progress and facilitate analysis of specific groups of children.

Additionally, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress by examining:

Movement on the SEN register

SATs results

PIVATS

IEP targets met

Staff views

Parental views

Pupil views

Adviser view - monitoring visits

Area Office complaints

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with any school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils are provided with a transition booklet towards the end of the summer term. This includes information about the teachers, the classroom and routines in their new class. Year 6 pupils will meet with their new school and experience an induction day. Some pupils will be offered additional induction sessions by their high school. High school staff are invited to attend TAF meetings and EHCP reviews of year 6 pupils in the summer term.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Some children may need to be provided with resources to meet the requirements of an EHCP.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 11 teaching assistants who are trained to deliver a range of interventions.

Teaching assistants will support pupils on a 1:1 basis or in small groups as appropriate to their needs and the intervention that they are delivering.

We work with the following agencies to provide further support for pupils with SEN:

- Educational Psychologist
- REACH behavioural support team
- CAMHS
- Complex Needs and Learning Disability team
- School nurse
- The Key
- Child Action North West
- Child Family Wellbeing service
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatrician
- Specialist teacher service
- Inclusion and Engagement support Team

These services support us in identifying and assessing pupils needs as well as identifying strategies and ways to remove barriers. All referrals are shared with parents who are involved throughout the process.

5.9 Expertise and training of staff

Our SENCO, Mrs. A. Pryce is an experienced teacher and has gained a National award for SEND Co-Ordination. They regularly attend training sessions provided by the local authority and support agencies.

They are allocated 3 hours a week to manage SEN provision.

We have a team of 10 teaching assistants, including 2 higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

The governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Our family support worker is allocated 1 day per week to support individual children, their families and is the lead professional in TAF meetings.

In the last academic year, staff have been trained in

- colourful semantics
- read write inc
- speech and language interventions
- epilepsy training, Liva Nova VNS equipment and administration of Buccolam
- Paediatric first aid
- Epi pen training
- Use of a defibrillator
- Emotional Literacy

We use specialist staff for emotional support, play therapy and behavior interventions.

5.10 Securing equipment and facilities

When specialist equipment is needed to support a child with SEND The governors will ensure that money is set aside to develop resources in curriculum areas.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes.

When deciding that a child should be on the SEN register, they may be assessed by an educational psychologist, specialist teacher or outside support agency from health or social care. Advice and support are paid for from the school's budget, set at the beginning of each financial year.

5.11 Evaluating the effectiveness of SEN provision

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

- classroom observation by the SENCO, SEN governor, Head teacher and subject leaders
- half termly assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of targets on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENCO, SEN Governor, head teacher and Senior Leadership Team
- head teacher's report to parents and governors
- Regular TA meetings
- Staff, T.A coaching and feedback.
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our Year 6 residential to Robinwood as well as other school trips and enhancements. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

All pupils are encouraged to take part in sports day, school plays, special workshops and special activities and experiences that are part of school life.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and take on responsibilities within the class and around school
- Pupils with SEN are also encouraged to be reading buddies, librarians and playground leaders to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Sometimes a child needs additional resources or specialist support. In this case the SENCO will make a referral to the appropriate agency after discussing this with the child's parents/carers. Additional resources are also purchased or loaned if necessary. These might take the form of books, resources to use in the classroom, additional schemes for small group or individual work or adaptive resources such as specialist seating, handwriting aids, touch pads for computers. Advice from specialist agencies is evaluated termly and a new involvement plan is put in place to support the child's needs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the concern continues then the SENCO and class teacher will take measures to improve the situation, meeting together with the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor, Mrs. J. Cooper. The chair of governors, Mrs. K. Marginson will be involved after other avenues to resolve the situation have been exhausted.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Sometimes a child needs additional resources or specialist support. The SENCO will make a referral to the appropriate agency after discussing this with the child's parents/carers. Additional resources are also purchased or loaned if necessary. These might take the form of books, resources to use in the classroom, additional schemes for small group or individual work or adaptive resources such as specialist seating, writing equipment, touch pads for computers.

5.17 Contact details for raising concerns

Parents and carers who have a concern about their child or would like to discuss their child's SEND provision should contact the class teacher or the SENCO in the first instance. If there are still concerns then a meeting may be arranged with the Head teacher.

Head Teacher: Mr. J. Eccleston - 01772 336166 head@st-pauls-farington.lancs.sch.uk

SENCO: Mrs. A. Pryce - 01772 336166 aoaten@st-pauls-farington.lancs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.stpaulsprimaryschoolfarington.co.uk/perch/resources/documents/st-pauls-local-offer-2021.pdf>

Our local authority's local offer is published here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

6. Monitoring arrangements

This policy and information report will be reviewed by **Mrs. A. Pryce SENCO every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on

- Inclusion
- Single Equalities
- Safeguarding.
- Health and Safety.
- Positive Behaviour Policy
- Positive handling policy
- Supporting children with medical conditions
- Trauma-informed Approach - see Appendix 1

Appendix 1 - Trauma Informed Approach

Our Vision- Why being trauma-aware/informed matters to us

When the human brain experiences stress, the blood flow to the part of the brain responsible for decision making, planning, impulse control, moral reasoning and sense of self (pre-frontal cortex) decreases. The automatic 'fight or flight response' takes over, activating a heightened stress response as a survival strategy. For those who have experienced long-term or multiple traumas, this survival strategy may become their 'norm'.

In an educational setting, this can impact on behaviour of those children and young people who are subject to this constant 'fight or flight response' or 'toxic stress'.

Children and young people who have experienced trauma are also more likely to experience 'toxic shame' and are likely to find any form of discipline challenging, and may:

- Misinterpret well-intentioned or constructive feedback as being a personal attack against them.
- Ruminates over/find it difficult to move on from discipline.
- Find public discipline or praise difficult to tolerate (and demonstrate this through behaviour that challenges).
- Appear to 'hold a grudge' quickly.
- Recreate the 'chaos' they have experienced in their early life.
- Need more time to 'calm down' or 'self-regulate' following an episode of distress, compared to children who do not experience toxic shame.

A trauma-informed educational setting is one where all adults recognise and respond to those children and young people who have experienced trauma in a way that meets their social, emotional and mental health needs.

Here at St. Paul's Farington Moss, we are committed to an ethos and culture where we focus on the well-being and progress of all our pupils and where all members of our school community are of equal worth.

Being trauma-informed will increase our awareness of how trauma can negatively impact on children's development and life chances and will support us to improve the accessibility and quality of education by creating a culturally sensitive and safe environment to develop trusting relationships with our whole school community, where we will seek to see beyond a child's presenting behaviour and ask, 'What does this child need?' rather than 'What is wrong with this child?'.

There are many benefits of adopting a trauma-informed approach in school, including improved wellbeing and educational experience for pupils. We understand that traumatic experiences result in feelings of helplessness which can limit their ability to function at an

optimal level over time. Becoming trauma-informed will support pupils to feel more comfortable in our school environment which we hope will improve their overall wellbeing and educational outcomes.

Benefits we hope to measure by becoming trauma-informed:

- Improved attendance- when pupils feel safe and supported at school, they are more likely to attend regularly. This is especially important for pupils who have experienced trauma, as trauma can often lead to school avoidance. Data from the Department for Education highlights that pupils with identified SEND have higher rates of absence than those with unidentified SEND needs. By providing the necessary individual support, pupils can develop stronger connections with their teachers and peers, leading to more regular attendance and optimal learning outcomes.
- Improved educational outcomes- when pupils feel supported at school, they are more likely to engage in their learning and achieve improved results.
- Improved behaviour- when pupils feel safe, valued and supported they are more likely to behave positively. A focus on social-emotional learning supports pupils to engage in lessons and build positive relationships.
- A safe and supportive learning environment- being trauma-informed can help create a positive culture where everyone feels safe physically, psychologically, emotionally and socially. This environment seeks to foster a positive culture characterised by positive relationships built on trust and mutual respect amongst the school community.
- Improved cultural, historical and gender sensitivity- being trauma-informed will promote the recognition and respect of the diverse experiences and identities of pupils, while understanding the impact of historical and cultural contexts.
- Empowerment and choice - a trauma-informed approach seeks to empower pupils and families to make choices about their learning and participation, providing alternative choices for pupils who don't feel ready to participate and making accommodations for pupils with individual needs. This inclusive environment cultivates a sense of teamwork and collaboration, allowing the whole school community to thrive in the gift of life together.