

Lancasterian Primary School



Special Educational Needs and Disability Policy

Version No.	Date	Approved by	Review Frequency	Review Date
10	July 2026	Governing Body	Annual	July 2027

This policy takes full regard of the SEND Code of Practice 2015

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Compliance

This policy complies with the statutory requirement set out in the **SEND Code of Practice 0-25 (2015)** and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (February 2013)
- SEND Code of Practice 0 –25 (2015)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- [Additional Resource Based Policy – November 2025](#)

This policy was created by the school's Assistant Heads for Inclusion (AHs for Inclusion) in consultation with the school's SEND Governor, parents and school staff reflecting the SEND Code of Practice 0 –25 (2015) guidance.

Interim update (Summer 2026): This policy has been updated to reflect current school provision, including the two-year-old provision, wraparound care, and the Additional Resource Base (ARB). No major changes have been made to the policy. A full review will take place during Autumn 2026 following publication of the school's Inclusion Strategy in line with new government guidance.

SECTION 1

All children are individuals and have varying needs throughout their time at Lancasterian Primary School. All staff recognise that every child has strengths, talents and areas of development, which need to be adequately addressed by their class teacher. We believe that *“every teacher is a teacher of every child or young person including those with SEN” (NASEN, 2014)* and, in line with the SEND Code of Practice 0 –25 (2015) class teachers are responsible for the learning and progress of all children. The school’s AHs for Inclusion/SENDCos supports teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy is intended for children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability, where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g., hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, and be helped to become as independent as possible.

SECTION 2 – Our Aims and Objectives

Aims:

At Lancasterian Primary School, we offer an inclusive learning environment and culture to help all of our pupils make the best possible progress, whatever their needs or abilities. Our guiding principle is one of inclusion and we aim to provide high quality (quality first) teaching for all our pupils. This includes appropriate differentiation and scaffolding in lessons and identification of any barriers to learning that may hinder progress. Inclusion does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress. In managing the identification, planning, supporting and teaching of children with SEND, we follow the Governments revised SEND Code of Practice (Jan 2015) and follow the principles outlined below:

The school's inclusive offer now includes a two-year-old provision, wraparound care and an Additional Resource Base (ARB) for pupils registered at Lancasterian Primary School whose needs are best met through enhanced specialist provision within a mainstream setting. The Additional Resource Based Policy sets out the purpose, structure, and operation of the ARB, and its alignment with national statutory frameworks including the Children and Families Act (2014) and the SEND Code of Practice (2015).

- We value all children in our school equally
- All teachers are teachers of children with Special Educational Needs and Disability
- Teaching and approaches which are deemed good or outstanding for children with SEND is good for all children
- All children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities
- Pupils with SEND have a unique perspective on their needs and should be central to all decision-making processes concerning their support
- Parents bring insights and context to our understanding of children with SEND. We seek to work in partnership with home in order to ensure a child is happy at school and because strong home school links can facilitate greater progress and

success for the child

All staff at Lancasterian Primary School recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils. We assess each pupil's skills and attainment levels when they first come to the school. This builds on the information from the child's previous early years or school where appropriate and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on.

Where children already have their SEND diagnosed or identified, we will work closely with the family and other agencies such as therapists, specialist teachers and educational psychologists, to make sure we know as much as possible about the child before they start at the school. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress.

Children who are receiving support or have a diagnosis regarding their Mental Health are under the purview of the Pastoral Care team. The AHs for Inclusion/SENDCos will liaise with class teacher and pastoral care team if the child's learning is impacted.

This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

In addition to this we also:

- Monitor each child's progress at formal Pupil Progress Reviews, which are held three times per year at the beginning of each new term. The school AHs for Inclusion/SENDCo attend all these meetings and reviews a pupil's previous progress and attainment and the pupil's progress in comparison to their peers and national data
- Take the child and parent's experience and views
- Screeners, assessments and observations are used by the school to identify if a pupil has special educational needs
- Assessments from outside agencies may be sought to give a clearer picture of the child's needs and how best to support them.

Objectives:

With these principles and the Code of Practice in mind the school is working to achieve these broad objectives:

1. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
2. To ensure that the child's voice is at the heart of every decision that is made about their educational provision.
3. To provide support and advice for all staff working with special educational needs pupils.
4. To identify and provide for pupils who have special educational needs and additional needs.
5. To ensure that children with SEND can access a broad, balanced and differentiated curriculum.
6. To ensure that children with SEND are able to achieve their full potential with their learning.
7. Recognise, include and celebrate all disabilities and neurodiversity in school.

SECTION 3 – Inclusion: Shared Understanding and Practice

At Lancasterian Primary School, our inclusive practice is guided by a shared SLT understanding, agreed through leadership coaching. This ensures that inclusive teaching, learning, and provision are embedded across the school. The principles outlined below reflect our joint approach:

Whole Class Quality First Teaching

- All children are expected to access learning from the teacher every day.
- Adaptive teaching is consistently applied across classrooms to meet diverse needs.

Interventions and Group Work

- Interventions are implemented where they promote progress and meet similar needs, including cross-year groupings where appropriate.
- Interventions must be both age- and stage-appropriate.
- This approach is mindful of the challenges posed by fewer TAs and reduced intervention capacity.

New Starters

- New children are welcomed positively, with an emphasis on identifying and celebrating their strengths.
- Staff are expected to approach all new starters with a positive mindset, and any poor attitudes are addressed by SLT.
- Language diversity is understood and respected, distinguishing between multi-language learners and those identified as EAL.

Resources

- All children have access to high-quality resources.
- Bespoke resources are provided as needed, and adaptive teaching strategies support their use.
- Some specialist resources may be located outside the classroom but remain accessible to those who require them.

Behaviour Expectations

- A whole-school behaviour policy is in place with appropriate adjustments for identified pupils.
- Adjustments are clearly communicated with all relevant staff to promote consistency and understanding.

Classroom Environment

- Learning environments are calm and considered.
- Classrooms are designed to be muted, natural, and neutral, avoiding overstimulation.

1:1 Support and EHCPs

- Clear messaging is shared with staff about parental rights to mainstream education for children of all abilities.
- 1:1 support is not assumed to be necessary for all children with EHCPs.
- Where appropriate, pupils may access support through the school's Additional Resource Base (ARB). The ARB is part of Lancasterian Primary School's provision for pupils on roll at the school and should not be confused with a Local Authority Additionally Resourced Provision (ARP).

Inclusion in the Classroom

- Children receive a balanced mix of whole-class teaching and bespoke support based on need.
- Provision follows the specific guidance set out in EHCPs and is informed by assessments and professional advice.

SECTION 4 –Identification of Need

The National Code of Practice defines special educational needs as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice 2015, p285

This definition means that children at Lancasterian Primary School are considered to have Special Educational Needs if they have a disability or learning difficulty which significantly impacts on their learning in comparison to other children in a national context.

Five Broad Areas of Special Educational Needs

There are four recognised areas of special educational needs in Haringey, these help to plan for a child, but should not be used to label children.

- Cognition and Learning
- Communication and Learning
- Social, Emotional and Mental Health Needs (SEMH)
- Sensory and/or Physical Needs

What does not constitute Special Educational Needs

Children are not regarded as having a learning difficulty solely because their home language is different from English.

Challenging behaviour is no longer seen as a recognised need, though it may point to an underlying social, emotional or mental health issue. It is important to identify why a child may be presenting with such behaviours. At Lancasterian, children with behavioural challenges and no underlying SEND are supported by the Pastoral Care team.

All children can make progress at different rates. A sudden lack of progress would not be deemed as warranting admission to the special needs register, unless there is a continued stagnation in attainment across learning over time.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

SEND Code of Practice 2015, p97

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)

- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

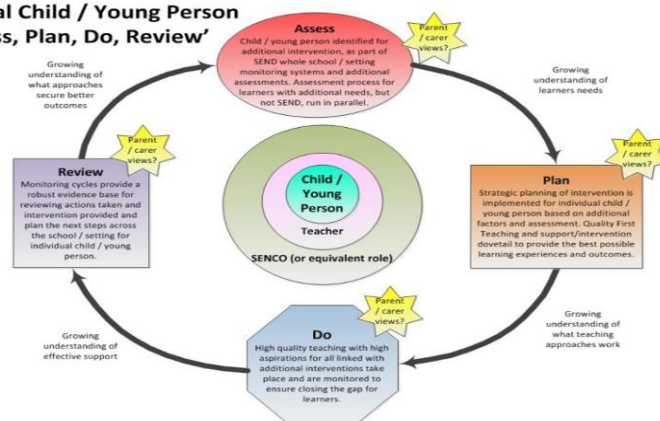
The needs of all individuals and groups will be met by:

- setting suitable learning challenges within a broad and balanced curriculum, for all children
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will use the graduated response, as laid out in the SEND Code of Practice 0–25 (2014). This is a four-part cyclical process which consists of: ASSESS, PLAN, DO, REVIEW. Teachers are continually assessing, planning, implementing (doing), and reviewing as part of their everyday (universal) teaching process. However, when a potential special educational need has been identified, the spiral of support will draw on more targeted approaches to meet children's specific needs. If this approach is not enabling a child to make sufficient progress, AH for Inclusion/SENDCos will need to refer to increasingly specialist advice to develop a personalised approach for the child.

A graduated approach to 'assess, plan, do, review' for individual learner level

Individual Child / Young Person 'Assess, Plan, Do, Review'



Using teacher's assessments and information gathered from outside agencies and other support staff, the SENCo and/or class teachers and parents will meet termly to discuss the provision needs of the pupils in their class at universal, targeted and special support levels. Consideration will be given to the academic achievement of each pupil, the progress made, and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home. Where these meetings identify children making less than expected progress for their age and individual circumstances, the following factors are carefully considered, if the child's 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

SEND Code of Practice 2015, p95

The AH for Inclusion/SENDCos and class teacher will consider Targeted Support regardless of whether they are deemed to have SEND. A pupil will be deemed to have Special Educational Needs,

“where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

SEND Code of Practice 2015, p94

A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils. At Lancasterian Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

SECTION 5 – The Graduated Approach to SEN Support

Pupils at our school experience teaching which is scaffolded to account for the breadth of needs within each class. However, there may be some children who do not respond to such teaching and if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEND Code of Practice 2015, p100

The process of identification of Educational Needs

The process below is based on the **Assess- Plan- Do-Review Cycle** from the SEND Code of Practice 2015, p86. If a teacher has concerns about a child's learning, they should begin by discussing this with the AHs for Inclusion/SENDCos. The child will then be recorded as being monitored on the school SEND monitoring forms and register.

The teacher will be issued with a SEND monitoring form, with the expectation that this should be completed over a half term. The teacher and the AHs for Inclusion/SENDCos will meet again at an agreed date in six weeks' time to look at the evidence collated and the effects of scaffolding/support put in place by the class teacher. At this review meeting a decision will be made as to whether to place a child on the special need register or to continue with quality first teaching.

If a child is deemed as needing to be placed on the SEND register, then parents will be informed at a planning meeting with parents and the AHs for Inclusion/SENDCo.

The type of evidence looked at in identifying special needs are:

- Termly assessments in English and Maths and where relevant the impact on progress of a child having English as an additional language (EAL)

- The child's work books
- Classroom observations/photographs with commentary
- SEND Checklists/Screening tools to identify possible areas of need and disability
- Specific assessments of phonics/spelling/ key words/ multiplication tables
- Views from parents or carers

Where a child has been identified to have SEND, support will be put into place as follows:

1. The class teacher will remain responsible and accountable for the progress and development of the pupil.
2. They will continue to provide high quality teaching and learning opportunities that are appropriate to the needs of the individual pupils.
3. The class teacher and AHs for Inclusion/SENDCos will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child at least termly.
4. The AHs for Inclusion/SENDCos will deploy appropriate support through intervention programmes or individual support from Haringey SEND team and will monitor the quality of that provision.
5. Regular feedback between class teacher, teaching assistants and any other external professionals will ensure continuity in learning for the child.
6. The AHs for Inclusion/SENDCos will keep records of the progress made through interventions.
7. The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary.
8. Following review meetings between teachers and parents, the AHs for Inclusion/SENDCos will review the impact of interventions and strategies used to date. Where adaptations are required, the AHs for Inclusion/SENDCos and class teacher will discuss these, and adjust the provision. It may be decided that further investigation is required by the school AHs for Inclusion/SENDCos in identifying specific difficulties and a referral may be made to outside agencies, such as Community Diagnostic Centre, Speech and Language, Occupational Therapy or the Language and Autism team.
9. An EHCP Needs Assessment may also be requested where special educational provision needs to be made to meet the special educational needs of the child that cannot be met through quality first teaching.
10. All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison, thus enabling the AHs for Inclusion/SENDCos to measure the impact of interventions on the progress of children undertaking the intervention and additional support.

SECTION 6 – Managing Pupils Needs on the SEND Register

The AHs for Inclusion/SENDCos will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly following the meetings and information gathered with class teachers and support staff.

All pupils on the SEND register will also be categorised by the level of support received as either SEN Support or Education Health and Care Plan (EHCP).

Where a pupil has been identified as -requiring significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding, the school may consider requesting

assessment for an Education Health Care Plan (EHCP) to secure additional funding to support the needs of the child. Parents may also make their own request for assessment for an EHCP.

Where the AHs for Inclusion/SENDCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be removed from the SEND register.

SECTION 7 –Supporting Pupils and Families

Information on local support for families of pupils with SEND can be found on Haringey's website www.haringey.gov.uk/children-and-families/local-offer

The school works with a variety of external agencies to ensure children and families receive the support they need. At points of transition (i.e., between classes or key stages as well as moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND. The AHs for Inclusion/SENDCos can, where necessary, support parents to visit alternative settings, e.g., special schools or secondary schools, to discuss their child's specific requirements. Pupils may also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

SECTION 8 –Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have disabilities which impact on their access and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEND may have an EHCP, which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 2015 is followed.

SECTION 9 – Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor, Dawn Woodcock, with a special interest in special educational needs and inclusion will meet with the SENCo at least once a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEND
- Any child's SEND are identified early
- Intervention programmes comply with best practice
- The views of the child are considered
- Educational professionals and parents work in partnership
- Support Plans are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by e.g., Steps progress per term for reading, writing and mathematics, Pre-Key Stage Standards, The Engagement Profile and Year 2 and 6 SATs
- Numbers of children who move between different levels of the graduated response – including the number who are removed from the Special Needs Register

The AHs for Inclusion:

- Observes and monitors the quality of intervention teaching by teachers and support staff. Feedback is given and follow-up observations are used where appropriate
- Line manages support staff through appraisal target setting and reviews twice per year
- Attends Pupil Progress Reviews to enable whole-school planning for the SEND provision
- Meets with the Headteacher and the Senior Leadership Team (SLT) to discuss individual pupils and families for whom further action is required
- Monitors the targets set for learning objectives for pupils with EHCPs through Support Plans and online journals
- Agrees all targets set in children's, Support Plan including strategies and provision, before these are finalised

The Headteacher/Deputy Headteacher:

- Discusses and agrees the provision map
- Monitors and compares progress and attainment of all groups
- Line manages the AHs for Inclusion/SENDCos and holds to account through appraisal target setting and reviews

SECTION 10 –Training and Resources

Governors will approve the allocation of funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the AHs for Inclusion/SENDCo will request an assessment by the local authority for an EHCP.

Teachers and support staff who deliver intervention across the school are trained by the school SENDCo and also have training from external professionals. All staff have training related to the needs of the pupils they work with, to ensure that the quality of intervention reflects best practice and fully supports the needs of the child.

New staff to school will have an induction meeting with the AHs for Inclusion/ SENCO, to discuss the needs of the children throughout the school, school policy and practice and pupils with specific SEND needs that the staff member may encounter.

The AHs for Inclusion/SENDCos attends SEND training and SENCo network meetings termly, in order to keep up-to-date with local and national updates in SEND. Teaching and Learning resources are available from the AHs for Inclusion/SENDCos but are stored throughout school.

The AHs for Inclusion/SENCO manages the budget allocated by the governors for SEND consumables.

SECTION 11 –Storing and Managing Information

The AHs for Inclusion/SENDCos will hold central records relating to pupils with SEND. This will include copies of all Support Plans, One Page Profiles, EHCPs, referrals to and reports from external agencies. Where appropriate, school-based assessments will also be kept. These files will be held electronically on the school network.

The class teacher will have access to Provision Map, where all Pupil Passports for children on the SEND register are stored. They will also have access to relevant documentation including recent advice

from external agencies. Hard copies of these records are kept in a file that is stored out of sight, in a locked cupboard.

SECTION 12 –Reviewing the Policy

This policy will be reviewed and agreed annually by all stake holders.

SECTION 13 – Accessibility

See the school Accessibility Plan and the schools Local Offer.

SECTION 14 – Roles and Responsibilities

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

SEND Code of Practice 2015, p100

All teachers are teachers of children with SEND and endeavour to adapt the curriculum to meet their children's needs. Class teachers work with support staff to ensure individual needs are met. Class teachers directly work with SEND pupils at some time during each day. Support staff work with small groups or individuals who have an EHCP or Support Plan, as planned for and guided by the class teacher. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The AHs for Inclusion/SENDCos are responsible for the daily operation of the SEND policy and responsibilities include:

- Co-ordinating all the support for children with SEND
- Developing the school's SEND policy
- Ensuring that parent/carer are involved in supporting their child's learning, kept informed of their child's progress, involved in reviewing how their child is doing through termly review meetings
- Liaising with professionals from external agencies such as Speech and Language Therapists, Educational Psychologists, etc who will support pupils
- Updating the SEND register and keeping records of children's progress, needs and support
- Providing specialist support for staff so they can help children with SEND make progress
- Overall responsibility and the day-to-day management of all aspects of support for children with SEND
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND

SECTION 15 – Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as

a general rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for an assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service. In regard to SEND complaints please see information identified on our Local Offer which can be found on the school website.