



*St. Anne's Catholic  
Primary  
School*

*Aspire to be more*

Inclusion and SEND Policy  
November 2025

## Special Educational Needs Policy

### Section 1

This policy reflects the SEND Code of Practice and SEND practice at St. Anne's Catholic Primary School.

**SEN Governor:** Mr John Mills

**SENDCo:** Miss Jo-Anne Lemon

Appointed: November 2024

NASENCo Award status: Achieved

Senior Leadership Team Advocate: Mrs Elizabeth Darnell

Contact details: Tel 01772 422769

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

If you wish to discuss the content of this policy, please contact the school's Special Educational Needs & Disabilities Coordinator (SENDCo).

### Our Mission Statement 'Aspire to be more'

An aspirational, Catholic community where everybody strives to reach their full potential and feels proud of their achievements.

Together at St. Anne's we:

**Achieve** our full potential

**Surrounded** by Catholic moral values

**Proud** of our own and others' achievements

**In** a safe, supportive and challenging environment

**Respecting** ourselves and others'

**Enabling** self-esteem and confidence to grow

## **Section 2:**

### **Aims**

At St Anne's, every teacher is responsible for every child, including those with SEND

Therefore we:

- Are dedicated to helping children with Special Educational Needs and Disabilities (SEND) achieve positive and meaningful outcomes in their lives.
- Believe every child is unique and valuable and we work to help them recognise their strengths and reach their full potential.
- Provide every child with equal opportunities to learn, grow and thrive.
- Listen to the views, wishes and feelings of children and their parents or carers.
- Encourage children to take part in decisions about their education and development.
- Support each child's progress so they can achieve the best possible outcomes.

### **Objectives**

1. Ensure all staff understand their responsibility to support every pupil, including those with SEND, through high-quality, adaptive teaching.
2. To identify and provide for pupils who have special educational needs and additional needs
3. Set achievable yet challenging targets for pupils with SEND to promote progress, confidence, and a sense of success.
4. Foster self-esteem and a positive self-image in pupils with SEND by recognising and celebrating individual strengths and achievements.
5. Provide equal access to learning, enrichment, and social opportunities for all pupils, regardless of ability or need.
6. Actively involve pupils with SEND and their parents/carers in decision-making processes, respecting their views, wishes, and feelings.
7. Support the development of pupils with SEND to help them achieve the best possible educational, social, and emotional outcomes.
8. Uphold the principles of the 2014 Children and Families Act and the SEND Code of Practice in all aspects of SEN provision.
9. Provide ongoing training and support for staff to ensure effective identification, planning, and delivery of SEN support.
10. Work together with health and other agencies to ensure that all pupils with SEN and disabilities will be identified as early as possible.
11. Use resources in school effectively to ensure positive outcomes for pupils with SEND and to continue to plan for ever better resources for SEND pupils.
12. Ensure pupils with SEND are guaranteed access to the curriculum and address any barriers to learning which may arise.

### **Definition of SEND**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age

- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

**Section 3: Identifying Special Educational Needs**

The school realises the importance of early identification, assessment and provision for any SEND pupil. Various strategies and assessments are used throughout the school. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate – this includes home or Nursery visits by Early Years staff/SENDCo in the summer term prior to them starting Reception class.
- Ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment.
- Concerns raised directly by parents or other agencies.
- Considering progress in core subject areas, progress in other areas is also considered e.g. social and emotional development and communication skills

Indicators that a child has Special Educational Needs include:

- Progress is significantly slower than the class average, from the same baseline (broadly, 4 or more terms behind age-related expectations)
- Progress does not match or better the pupil’s previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress
- There are signs of delay in communication and language and/or social and emotional development

Limited progress and low attainment does not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

Where a child is not making adequate academic, social or emotional progress, when progress is slow or restricted compared to others of the same age, teachers will make provision through adaptations to the curriculum.

If children are still making insufficient progress, advice from the SENDCo will be sought. Any decisions made as to how best to meet the needs of the pupil would be involve the parent and where appropriate the pupil themselves.

The school recognises the importance of this consultation with pupil and parent and fosters this close partnership with parents to ensure best outcomes for the pupil. Any parental concerns are noted and acted upon, as are any school concerns which need to be brought to parent's attention. The identification of SEND pupils may also be initiated by other professionals or by parents.

There are four broad categories of need. At this school we identify the needs of the whole child.

Area of Need	Explanation and examples
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Cognition and Learning	<p>Some children may need extra support with learning if they:</p> <ul style="list-style-type: none"> <li>• Learn at a slower pace than others their age.</li> <li>• Struggle even when teaching is adapted to help them.</li> </ul> <p>Specific Learning Difficulties (SpLD) affect particular areas of learning.</p> <p>Examples of SpLD include:</p> <ul style="list-style-type: none"> <li>• Dyslexia – difficulties with reading and writing.</li> <li>• Dyscalculia – challenges with understanding numbers and maths.</li> <li>• Dyspraxia – issues with coordination and movement.</li> </ul>
Communication and Interaction	<p>Children with Speech, Language and Communication Needs (SLCN) may struggle to:</p> <ul style="list-style-type: none"> <li>• Express themselves clearly.</li> <li>• Understand what others are saying.</li> <li>• Use or interpret social rules in conversations (like taking turns or reading body language).</li> </ul> <p>These challenges can affect their ability to communicate effectively with others. Children with Autism, often fall into this category.</p>
Social, Emotional and Mental Health Difficulties	<p>Some children and young people face social and emotional challenges, which can show up in different ways, such as:</p> <ul style="list-style-type: none"> <li>• Becoming withdrawn or avoiding others.</li> <li>• Acting out with challenging, disruptive or unsettling behaviour.</li> </ul> <p>These behaviours may be linked to underlying conditions, including:</p> <ul style="list-style-type: none"> <li>• Attention Deficit Disorder (ADD)</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Attachment Disorder</li> </ul> <p>Understanding these behaviours as signs of deeper needs can help parents, carers and educators support children more effectively.</p>
Sensory and/or Physical Needs.	<p>Some children need extra support because a disability makes it harder for them to use standard school facilities.</p> <p>These challenges can change over time and may be linked to the child's age or development.</p> <p>Children with the following sensory or physical impairments may need specialist help or equipment to learn effectively:</p> <ul style="list-style-type: none"> <li>• Vision Impairment (VI)</li> <li>• Hearing Impairment (HI)</li> <li>• Multisensory Impairment (MSI)</li> <li>• Special equipment to access the same opportunities as their peers</li> </ul>

At this school we follow the Equality Act 2010 towards individual children and young people with disabilities. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

In accordance with the SEND Code of Practice, it is important to recognise that certain factors may impact a pupil's progress and attainment but do not, in themselves, constitute Special Educational Needs. These include:

- **Disability:** Under current Disability Equality legislation, all educational settings and schools are required to make *reasonable adjustments* for pupils with disabilities. However, the presence of a disability alone does not automatically indicate SEND.
- **Attendance and Punctuality:** Irregular attendance or lateness can affect learning outcomes but is not classified as SEND.
- **Health and Welfare:** While health-related issues may influence educational performance, they do not necessarily equate to SEND.
- **English as an Additional Language (EAL):** Pupils learning English may require support, but this need is distinct from SEND.
- **Pupil Premium Grant (PPG) Eligibility:** Being in receipt of PPG may indicate socio-economic disadvantage but does not imply SEND.
- **Looked After Children (LAC):** Children in care may face unique challenges; however, these do not inherently constitute SEND.
- **Children of Service Personnel:** Mobility and family circumstances may affect educational continuity, but this status alone does not define SEND.

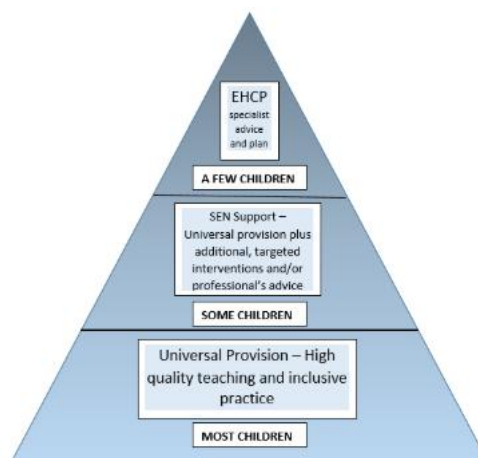
These factors should be considered in the broader context of inclusive education and appropriate support strategies, without automatically categorising pupils as having SEND.

#### **Section 4: A Graduated Approach to SEND Support**

At St. Anne's Catholic Primary School, we follow the graduated approach to identify any children who may need additional support.

All children receive our universal provision of high quality, whole class teaching and inclusive practice (including specific support and interventions for some children to address gaps in their learning). Please see appendix.

Only children who have a Targeted Learning Plan or an EHCP (Education, Health and Care Plan) will be recorded on the school's SEND register.



#### **If there are concerns**

If the class teacher or parent has concerns about the progress or attainment of a child, this will be discussed with the SENDCo and parent. A referral may be appropriate for external support. Agencies we work with include:

- Speech and Language Therapists
- Occupational Therapists
- CAMHS (Child and Adolescent Mental Health Services)
- School Nurses
- Educational Psychologists
- Specialist Teachers
- Social Care Services
- Medical Professionals

- Family Support Workers
- Parent Partnership Services
- Pupil Access Teams
- Local Pre-schools and High Schools

We use a range of tools to help us understand your child's needs, including teacher and SENDCo observations, baseline assessments and specialist tests.

## **Interventions**

We provide two different types of interventions at St. Anne's Catholic Primary School: catch up intervention and structured intervention.

### **Catch up intervention**

Catch-up intervention is a supportive opportunity for children who may be slightly behind their peers in certain areas. It involves working in a small group or one-to-one with the class teaching assistant. These sessions are flexible and based on the teacher's daily observations of each child's needs.

It's important to know that children receiving catch-up support are not placed on the school's Special Educational Needs and Disabilities (SEND) register, and they do not require a Targeted Learning Plan. This is simply a short-term boost to help them stay on track with their learning.

### **Structured intervention**

Structured intervention is a more focused and longer-term support approach for children who have been identified as needing extra help with their learning. These children may have a Targeted Learning Plan in place, which outlines specific goals and strategies to help them make progress.

Support may be delivered through small group sessions, one-to-one teaching or work with a teaching assistant. If a child is receiving a significant level of this kind of support, we will always discuss with parents whether it's appropriate to include them on the school's Special Educational Needs and Disabilities (SEND) register.

### **Targeted Learning Plans (TLPs)**

A Targeted Learning Plan is created for children who are significantly behind in one or more areas of learning and are receiving support at the SEN Support level on our SEND register. These plans are reviewed and updated every term. Based on this, we adjust the plan and set new goals to help your child continue making progress.

Before a new TLP is finalised, parents are consulted and their views sought.

Our approach follows the 'Assess, Plan, Do, Review' cycle:

With guidance from the SENDCo (Special Educational Needs and Disabilities Coordinator), class teams assess each child's needs carefully. This information is used to create a Targeted Learning Plan (TLP) – a personalised, working document that outlines specific targets, strategies and interventions tailored to the child's needs and next steps.

We track and assess progress every term, celebrating even the smallest steps forward. These regular reviews help us adjust the support to ensure it remains effective and meaningful.

At the end of each academic year, we hold transition meetings between teachers to share important information about each child with SEND. This helps the new teacher plan the right support from the very start of the autumn term, making the transition as smooth and successful as possible.

If your child is moving to a new school or setting (such as from Year 6 to secondary school or relocating to a different area), a transition conversation will take place between the SENDCos of both schools. This ensures that all relevant information is shared so the child can continue to receive the support they need in their new environment.

### Education, Health Care Plans (EHCP)

Educational Health Care Plans are a legal document (more information about this is available here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>)

An EHCP is for children who need more support than what is usually provided through SEN Support in school. It is a legal document written by the local authority, based on the child's individual needs and advice from parents and professionals who work with the child.

An EHCP outlines:

- The child's educational, health, and social care needs
- The additional support required to meet those needs

How is an EHCP requested?

A request for an EHCP assessment (also called a statutory assessment) can be made by:

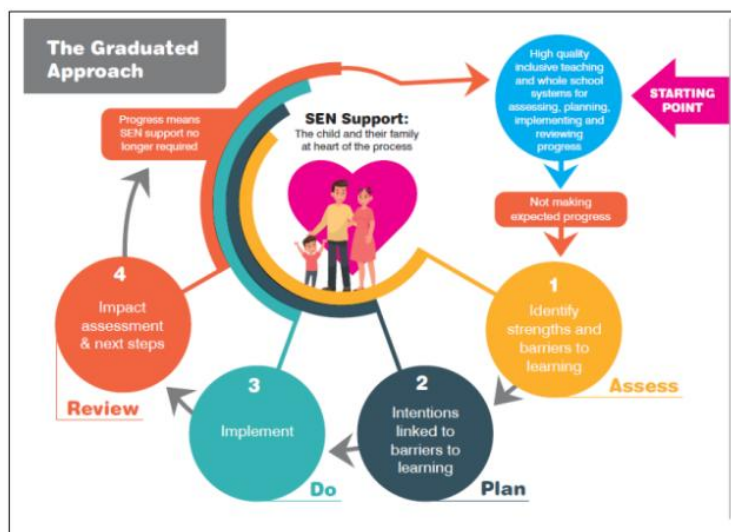
Parents or carers

The school

Other professionals (e.g. health or social care workers)

This process involves gathering detailed information about the child's needs. The local authority then decides whether to carry out the assessment. If they agree, the full process usually takes up to 20 weeks and may result in the creation of an EHCP.

What happens once an EHCP is in place?



The EHCP is reviewed once a year through an Annual Review meeting involving the school, parents, and the local authority.

In school, your child will also have an Individual Education Plan (IEP), which is very similar to a Targeted Learning Plan (TLP). This is reviewed termly with parents to ensure the support remains effective and up to date

### Managing Pupils Needs on the SEND Register

Once a child is on the SEND register under SEND Support, they begin the ASSESS-PLAN-DO-REVIEW cycle in partnership with the class teacher, parents and SENDCo.

Included in the cycle are the views of the parents and child, outcomes as set out in the Targeted Learning Plan, teacher assessments, PIVATS, Speech & Language Episode plans and evaluations, and recommendations from other professionals e.g. Educational Psychologists.

The SENDCo works closely with the class teacher to ensure the Graduated Approach is regularly evaluated and updated.

Pupil progress meetings are held termly with the class teacher where SEND children are discussed. Class teachers record interventions on an intervention overview and this forms the basis of the whole school provision map.

The level of provision is individual to each child. If another professional has been involved their recommendations will be used. (See Local Offer) If we as a school are unable to meet the needs of a pupil, further advice will be sought from a specialist teacher, EP or other outside agencies.

Chronologies are kept securely as evidence of how we involve other agencies, conversations with staff and parents.

In consultation with the class teacher and parents, the SENDCo makes the appropriate referral to other agencies to ask for additional support and/or advice.

The SENDCo is responsible for monitoring the provision, costing where applicable and liaising with the Headteacher/bursar over SEND budgeting.

### **Section 5: Criteria for Exiting the SEND Register/Record**

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This may be that the child will come off SEND support and be monitored for the next term.

### **Section 6: Supporting Pupils and Families**

Please click here to view Lancashire County Council's Local Offer

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

Please click here to view our SEND Information Report:

<https://www.st-annes-lancs.co.uk/send-and-inclusion/>

Pupils with special educational needs are admitted to St. Anne's Catholic Primary School in line with school's admissions policy, which can be viewed here: <https://www.st-annes-lancs.co.uk/admissions/>

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. If the school is alerted to the fact that a child may have additional needs, they will make their best efforts to collect the relevant information, gather additional professional advice (if appropriate to do so) and plan adaptations to the curriculum/learning environment where suitable.

In line with the Children and Families Act 2014, Lancashire County Council consults with schools before naming them in a child's Education, Health and Care Plan (EHCP).

- Parents/carers express a preference for a school.
- The local authority sends the EHCP to the school for consultation.
- The school has 15 days to respond, confirming whether it can meet the child's needs.
- If the school can meet needs and there are no lawful grounds to refuse, it will be named in the EHCP.
- Parents have the right to appeal if they disagree with the school named.

Children with an Education Health Care Plan that names a St. Anne's Catholic Primary School will be offered place without using the admission criteria and will count as part of the school's published admission number.

Other agencies with whom the school liaise with are Speech and Language, Occupational Therapy, CAMHS Child and Adolescent Mental Health Services, School Nursing Team, Educational Psychologists, Specialist Teachers, Children's Social Care, Other Medical Professionals, Pupil Attendance Support Team, SEND (Special Educational Needs and Disability), SENDIASS (Special Educational Needs and Disability Information, Advice Support Service), Pupil Access, Pre-schools and High Schools.

Statutory guidance from the Department for Education will be adhered to for SATs administration and test conditions. Termly teacher assessments are administered according to the child's need. This includes differentiation in the paper given, time and sitting in a small group.

## **Transition**

The school recognises that transitions can present particular challenges for children with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all transitions—whether between year groups, into our school, or on to another educational setting—are carefully planned and supported to meet the individual needs of the child.

### **Transition into Early Years**

- An annual induction evening is held for families of children joining our Early Years class, during which starter packs and key information are provided.
- The Early Years teacher, and where appropriate the SENDCo, may visit nursery settings to observe and gather relevant information about the child.

- Transition meetings may be arranged between nursery staff, school staff, and parents/carers to ensure a shared understanding of the child's strengths and needs.
- Opportunities for pre-start visits are offered to help the child become familiar with the new environment.

### **Transition to Secondary School**

- Particular attention is given to the transition from primary to secondary education for children with SEND.
- The Year 6 teacher and SENDCo meet with staff from the receiving secondary school to share all relevant information and strategies that support the child's learning and wellbeing.
- Direct liaison with the receiving school's SENDCo is undertaken to ensure a clear understanding of the child's individual needs.
- Where appropriate, additional visits to the secondary school are arranged to help the child feel confident and prepared for the move.

### **In-Year Transitions**

- When a child moves between year groups within the school, detailed handover meetings are held between staff to ensure continuity of support.
- Communication with parents and carers is maintained throughout the transition process to ensure transparency and collaboration.

### **Joining or Leaving the School**

- For children joining the school from another setting, or transferring to a new setting, the school works closely with the relevant staff to facilitate a smooth transition.
- Records are securely shared via CPOMs, and follow-up communication is conducted through phone calls or visits where appropriate.
- Information to be shared is agreed in consultation with parents/carers, ensuring that the child's privacy and dignity are respected.

## **Section 7: 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 be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education Health Care Plans (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

When a child starts this school and has a medical condition, the SENDCo, class teacher and any other relevant staff will be involved in a meeting about this child. This may include a health professional (depending on the condition). If required, the relevant members of staff will be involved in training. The child's condition needs and if appropriate, emergency details will be kept in the classroom, office and SENDCo room.

Care plans are read, signed and followed.

## **Section 8: Monitoring and Evaluation of SEND**

The SENDCo and SEND Governor meet on a termly basis to discuss any new SEND procedures that have come into place, look at the Action Plan, discuss the number of children

on the SEND register and discuss training needs. A termly report is written by the SENDCo for the Governors focusing on data, training, progress and new initiatives undertaken. The action plan is reviewed each year and then a new one written with the whole school initiatives being part of this.

Teacher assessments are monitored termly to track progress. Interventions are also monitored to ensure individual needs are being catered for.

## **Section 9: Training and Resources**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local school's forum. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. This will include resources, specialist input and extra teaching assistants to support the progress of pupils with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

During appraisals, staff are encouraged to identify (for their professional development) training opportunities. These may be met through in house training or specific courses.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attend the Lancashire County Council's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **Section 10: Roles and Responsibilities**

The role of the SEND Governor is to:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reforms and provide strategic support to the head teacher.
- Ensure that there is a qualified teacher designated as SENDCo.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The role of the SEND Teaching Assistants:

- Are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCo to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement

of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high-quality teaching overall.

- Can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

The Designated Senior Lead for safeguarding is Mrs E Darnell (Headteacher)

The Deputy Designated Senior Leads are:

Mrs Pickering (Learning Mentor) and Mrs Sumner (Family Support)

Mrs E Darnell (Headteacher) is responsible for managing Pupil Premium Grant / Children Looked After funding.

Mrs E Darnell (Headteacher) and Miss Lemon (SENDCo) are responsible for managing the school's responsibility for meeting the medical needs of pupils.

### **Section 11: Storing and Managing Information**

The school follows Lancashire County Council's Guidelines for Schools on the Retention of Records.

### **Section 12: Reviewing the Policy**

The SEND policy will be reviewed annually.

### **Section 13: Accessibility**

Some pupils have access to specific pieces of equipment and aids to remove any barriers to learning.

Pupil progress is carefully monitored through, marking and feedback of class work, half termly assessments, PIVATS (for those children working below National Curriculum levels). Then further support/interventions/resources will be implemented to remove any barriers to learning.

Our aims are as follows:

- To open up the school to the community as a whole.
- To welcome the inclusion of all pupils with special educational needs into our school.
- All pupils are accepted in their own right in all aspects of school life, i.e. the curriculum, the school environment and its social life.
- Creation of a welcoming environment in which individuals are able to learn and to teach effectively.
- Access by school staff to a range of training and professional development courses, which will enhance their skills in working with a wide range of pupil needs.
- All pupils have access to pastoral care systems, which are multi-agency and holistic in approach
- All aspects of the curriculum are designed to allow the teacher and pupil to respond positively to each other.
- The curriculum and homework are differentiated to meet the needs of all pupils.
- The curriculum gives prominence to high expectations and quality for all pupils.

- Flexible groupings of children are used to support individuals.
- Specialized equipment is available for those pupils who may require it.
- School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs.

The school provides

- A single storey, three building school provides wheelchair accessibility.
- Two disabled parking spaces
- We have three disabled toilets, one in each of the buildings which make up the school.
  - Our lighting in most classrooms has been recently updated due to building improvements
- All pupils have access to the different areas within school without experiencing barriers caused by steps, doorways or stairs.
- The size for areas within and outside the school allows easy access for all pupils.
- Pathways of travel around the school site and parking arrangements are safe and the routes are easy to follow and are well signed.
- Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- All areas of the school are well lit.
- Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- Furniture and equipment are carefully selected, adjusted and located appropriately.
- Letters or information can be translated into some other languages.
- Information on the school and our policies are available to read on the school website.
- Each year we hold an induction evening with starter packs for our new children. We visit home and nurseries to get to know the children.
- An open Inclusion Drop-in is held each half term to give parents the opportunity to discuss any SEND/Inclusion concerns they may have.
- We share the termly class curriculum map on the school website. We produce home weekly newsletters, home – school diaries for some children, phone calls, twice yearly parents' evenings, yearly reports, progress meetings with SENDCo, Team Around the Family (TAF) meetings.
- School further develops links with parents through our Family Support Worker.
- We have an open-door policy for staff to be contacted.

Usually, class teachers are available before or after school. The SENDCo can be contacted during school hours and has regular meetings with parents and other professionals during the school day. Any other members of staff can be contacted by appointment.

### **Section 14 – Dealing with Complaints**

Should a parent or carer have a concern about the special educational needs provision made for their child they should initially seek a meeting with the relevant members of staff – this is usually the class teacher in the first instance. School will always seek to talk concerns through with parents - our aim is to work together for the best outcomes for the child. If after discussing matters with the class teacher, SENDCo and/or Head Teacher, parents continue to feel the matter is not resolved, a formal complaint can be made. Our formal complaints procedure can be found here on our website: <https://www.st-annes-lancs.co.uk/school-complaint-procedures/>

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor in liaison with the Headteacher, SLT and all staff.

Policy reviewed: November 2025

Next review date: November 2026

**Appendix**  
**Universal Provision and Targeted Support**

<b>Universal Support- Everyday Classroom Provision – if needed</b>	<b>School led Targeted Support- Additional Provision</b>
<p>Brain Breaks/breathing/movement breaks  Drinks available  Adaptive teaching  Visual timetable – removed as completed  Calm area with regulation resources including ear defenders, fidget toys etc.  Tasks broken down / success criteria  Trackit lights  Restorative approach  Flexible seating plan – front, back, away from distraction etc.  Excellent relationships  Tight team of adults  Meet and greet  Modelling e.g. WAGOLL'S, sentence starters  Rewards/praise for effort  Consistent routine and expectations  Concrete materials/ support resources freely available – e.g. word banks, x table grids, word banks  Key facts/ vocab on display and as close visuals  Visual aids on tables – key vocab, colour coded, info from board  Use of timer to support organisation e.g. knowing end of activity, warning of change  Use child's name or tap prior to instruction  Opportunity to talk  Repeat instructions using same language  Time to think and respond  Uncluttered displays, outlines, neutral background where possible  Use of gestures to support understanding  Fiddle objects</p>	<p>Key worker  Assistive technology  Work in small chunks/lower demand  Now/next board  Access to therapy and interventions e.g., Lego/D&amp;T  Social stories  Calm/regulation box  Individual work station  Equipment packs (personalised) e.g. task ladders, pen grips, check list, easy grip scissors, sensory toys, tin lids, overlays, writing slope</p>