



St Stephen's  
Church of England Primary Schools

SEND Policy

Date: 2025 - 2026

# St Stephen's Tockholes Church of England Primary School

## Policy for Children with Special Educational Needs and Disability

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### Aims

We at St Stephen's Tockholes Church of England School value all children equally.

We are committed to meeting the special educational needs and disability requirements of all pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced relevant curriculum which includes the Foundation Stage, National Curriculum and RE and will participate in the full life of school. We promote hard work and a feeling of self-worth with all our pupils.

### Objectives

In order to achieve our aims and to ensure that children with SEND (Special Educational Needs and Disability) achieve their full potential and make progress we will:

- Support and make provision for pupils with special educational needs and disabilities. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- Ensure good working relationships with parents, carers, the community and local authority.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Ensure pupils with SEND fulfil their aspirations and achieve their best
- Ensure pupils with SEND become confident individuals living fulfilling lives
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure we communicate with pupils with SEND, their parents or carers and involve them in discussions and decisions about support and provision. Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that the school liaises with local authority support services, special schools and outside agencies effectively to meet the needs of staff and pupils.

At St Stephen's Tockholes we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc.

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## Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

## Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

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AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

At St Stephen's Tockholes we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of children with SEND rests with all staff but will be co-ordinated by the SENCO (Special Educational Needs Coordinator) and the Head teacher.

**Compliance**

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

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

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- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### Roles and Responsibilities

The SENCO at our school is Gillian Ross (01254 701806, [office@tockholes.blackburn.sch.uk](mailto:office@tockholes.blackburn.sch.uk))

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Executive Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

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- With the executive headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- 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 the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **The SEND link governor**

The SEND link governors are Amy Teague and Jennifer Eddleston

The SEND governor will:

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

### **The Executive Headteacher/Head of School**

They will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

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- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
  
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

#### **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

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- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **Admissions**

Pupils with SEND will be admitted to St Stephen's Tockholes Church of England Primary School in line with the school's admissions' policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

### **Access For Disabled / Facilities**

Being a single story building, the school provides good access for disabled pupils and parents through the main entrance. A disabled toilet is also located near the main reception area. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the School Development Plan and Disability Access Plan.

### **Resource Allocation**

The Governors will ensure that the needs of the pupils are met by employing a SENCO to coordinate provision. Through the use of provision mapping, SENCO / Head will allocate resources, adult support and finances to pupils depending on their identified areas of need. The 'allocation of resources' is regularly reviewed and are appropriate to meet individual needs. The Governors will ensure that support staff are employed if necessary, to support pupils with Educational Health Care Plans (EHCs). They oversee expenditure on outside agencies as and when needed and actively encourage the use of specialist teachers from the Blackburn with Darwen Inclusion Support Service.

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

The Governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

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### Identification

The Code of Practice describes the four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Stephen's Tockholes, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

There are other areas which may impact on children's progress and attainment, but are not considered as SEN. For example;

- Disability
- 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
- Medical difficulties

### Assessment, Record-Keeping and Reviews

#### Graduated Approach to SEN Support

#### [Graduated response in mainstream schools \(HTML\) | Blackburn with Darwen Borough Council](#)

##### Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for lack of good quality teaching.

We regularly and carefully review the quality of teaching and progress 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 SEND most frequently encountered.

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The SENCO/Head of School holds pupil progress meetings with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and provided.

It is the responsibility of the class teacher to implement this provision for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children taking into account learning styles. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupils' progress. They keep records of the children's achievements against the targets identified and liaise with the teacher and the SENCO. They should give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression.

If a class teacher continues to have concerns about a pupil's progress, they will discuss concern with the SENCO. The SENCO /Head of School will then spend time with the pupil and agree upon the next steps with that class teacher.

### SEN Support

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENCO/ Headteacher should assess whether the child has a specific learning difficulty. This may be in the form of discussion or some reasoned diagnostic test – such as a Dyslexia Screener, Ravens Cognitive Assessment, British Picture Vocabulary Assessment, YARC or PIVATs profile. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be put at the 'SEN Support' stage of the Code of Practice and added to the SEN register.

Specific targets to meet the child's needs will be set in conjunction with staff, parents and the child. It is the responsibility of the class teacher to plan appropriate work, which matches the child's level of ability and links with the targets set. The class teacher will monitor the progress made toward targets set. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review.

This graduated approach is called SEN support. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, referrals and advice from external support services will also be considered. For example,

- Speech and Language Therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- SEND Support (Specialist teacher assessments)

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCO/ Headteacher, parents and the child to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO/Headteacher.

### Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly.

The teacher holds the overall responsibility for evidencing progress towards targets set.

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### **Referral for an EHC Plan**

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

### **Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy

### **Safeguarding**

We recognise that pupils with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

For more details, see the safeguarding/child protection policy.

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### **Supporting Pupils in School with Medical Conditions**

St Stephen's Tockholes CE Primary 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, we comply with the duties set out under the Equality Act 2010. (See school website for Disability Equalities Policy).

Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Pupils with a specific medical need in school have a 'Care Plan'. This is written and implemented in conjunction with the school nurse, doctors, other relevant health professionals, parents and school.

St Stephen' Tockholes is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found at:

[Supporting pupils at school with medical conditions](#)

### **Early help**

**Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

Blackburn with Darwen Early Help - [Early Help - for parents, carers, children and young people | Blackburn with Darwen Borough Council](#)

### **Keeping Children Safe in Education (2024)**

School should be alert to the specific needs of children in need having awareness that children with SEND are more vulnerable to all types of abuse. We recognise that children with special educational needs or disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Such barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying )than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

Governing bodies and proprietors should ensure our safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

DSLs liaise with relevant staff, in particular the SENCO when there is a safeguarding concern for a child with SEND

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Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. St Stephen's Tockholes would follow the school safeguarding policy should any safeguarding concerns arise.

Children who require support with their emotional or mental health will have access to a specially trained teaching assistant, Emotional Literacy Support Assistant (ELSA). Our designated ELSAs within school are Mrs Hebden and Mrs Cross. Mrs Mayfield (based at Redeemer) continues to provide additional ELSA support if appropriate. Both members of staff monitor and support children as and when emotional needs arise. Class teachers will also support children who appear to be struggling with their mental health and refer them to the SENCO or designated Safeguarding leaders. This will aim to ultimately reduce the vulnerability of all children, including SEND pupils and ensure pastoral support is given where required.

### **Success Criteria**

We at St Stephen's Tockholes Church of England Primary School monitor our SEND provision so that we can ensure that we are meeting the needs of our pupils with SEND in the most effective way possible using the resources available. The Governors will oversee this process and will report annually, via the school's website through the school's core offer, to parents. When considering how successful our policy is, we will consider:

- Movement of pupils on/off the register.
- The identification and assessment of SEND i.e. early identification – in house assessment programmes and PIVATS p level results.
- Pupil success in the National Curriculum, SATs and achieving targets. Comparative data from annual standardised tests in reading and spelling in KS2.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation.
- Complaints.
- Assessment co-ordinator monitoring of progress through highlighted tracking of children with SEN and disabilities.
- SENCO observations of whole class/ group/ individual teaching.
- The school's self-evaluation policy.
- Pupil and Parental views.
- Adviser views – monitoring visits.
- Feedback from BwD SEN Advisory Teachers/Support – SEND Support Service, Educational Psychology Service, Early Years Team etc.
- Annual review with Educational Psychology Service.

### **Complaints**

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the policy section on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO/ Head of School/ Executive Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Parents will be made aware of the Parent Partnership Service run by Blackburn with Darwen. [Blackburn with Darwen Parents in Partnership \(BwDPIP\) – Empowering Parents through Information Sharing](#)

# St Stephen's Tockholes Church of England Primary School

## Policy for Children with Special Educational Needs and Disability

### **SEND Training**

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCO.

The SENCO and Head of School will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENCO will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Head of School/ SENCO as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENCO. The SENCO/Head Teacher will keep a record of all SEND training delivered and subsequent evaluations.

### **Supporting Pupils and Families**

#### Local Offer/SEN Information Report

At St Stephen's Tockholes we have a 'Local Offer' which provides information about the provision we offer children who have SEND. This is available for parents and pupils on the school website.

Blackburn with Darwen Borough Council also has a 'Local Offer' which can be found at

[About the local offer | Blackburn with Darwen Borough Council](#)

#### External Agencies

St Stephen's Tockholes Church of England Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- Educational Psychology Service
- Clinical Psychology Service
- Speech Therapists
- Paediatric Occupational Therapy
- Physiotherapy
- SEND Support Service
- Early Years Service
- CAMHS
- Parent Partnership
- School nurse
- Clinical Paediatricians.

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

# St Stephen's Tockholes Church of England Primary School

## Policy for Children with Special Educational Needs and Disability

### Parent Partnership

It is important that the child or young person, and the child's parents, participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. Parents are therefore kept fully informed and will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school.

There are two parents' evenings per year. Where a pupil is receiving SEN Support, the school will communicate with parents regularly, at least three times a year, to set clear outcomes and review progress towards them; discuss activities and support that will help achieve them. The parents of children with EHC plans are invited to attend Annual Review meetings. Reviews may be held more regularly for children under 5 years of age.

Additionally, the school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate. All parents are asked to sign consent forms before additional agency work is carried out with their child and they are also requested to complete a Parental Questionnaire which provides school with more detailed background on their child.

The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.

### Links

We continue to develop links to local nurseries who invite Foundation Stage Staff and or the SENCO to Summer Term review meetings for children wanting to attend St Stephen's in the Autumn Term. An induction programme for the new Reception children coming to St Stephen's operates in order to establish a welcoming environment and to provide necessary support as and where needed.

We also run Transition Meetings for those children who find it difficult moving to high school. Local High Schools – St Wilfrid's, St Bede's, Witton Park, Darwen Vale and Walton-le-Dale etc hold taster days for both Year 5 and Year 6 children and transition to Secondary School work starts early in the Summer Term. SENCO attends transition to high school event, meeting SENCO's from local high schools to discuss SEND/Safeguarding needs.

St Stephen's Tockholes Church of England Primary School works closely, when necessary with other agencies, such as Child Health Services, Social Services and voluntary organisations who work on behalf of children with special educational needs.

Additional information relating to children with Special Educational Needs can also be obtained from school through:

- ❖ Safeguarding/Child Protection Policy
- ❖ Behaviour Curriculum
- ❖ Children with Medical Needs Policy
- ❖ Attendance Policy
- ❖ Admissions Policy
- ❖ Intimate Care Policy
- ❖ Use of Reasonable Force
- ❖ Accessibility Plan

**St Stephen's Tockholes Church of England Primary School  
Policy for Children with Special Educational Needs and Disability**

**Storing and Managing Information**

The SEN documents are kept in a locked filing cabinet in the Headteacher's office. Documents and additional records are also stored on CPOMS which is password protected and accessed only by teachers and SLT. This is in line with the school Confidentiality Policy.

**Policy updated:** December 2025

Gillian Ross– Head of School/SENCO

**Presenting to Governing Body** – February 2026