Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Special Educational Needs and Disabilities Policy

September 2025

Policy

Tarleton Holy Trinity
Church of England (Aided) Primary School

Special Educational Needs and Disabilities Policy

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13. Everyone is valued, we all achieve and our dreams for the future begin.

Tarleton Holy Trinity C.E. Aided Primary School
Special Educational Needs and Disabilities Policy
September 2025

Name of School: Tarleton Holy Trinity CE Primary School

School Number: 08073

Head Teacher: Mr Stephen Smith

Age range: 4-11 years old

Number on roll: 206

School website: www.tarletonholytrinity.org

SENCO: Mrs Sarah Warburton

Contact Details: Telephone 01772 812662

Email: head@holytrinity-tarleton.lancs.sch.uk

1 COMPLIANCE

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2015) 3.65 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 (2015)
- 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

This policy has been developed in consultation with the Head Teacher, SENCO, Governors, Teaching and non-teaching staff, parents and pupils.

1.2 At Tarleton Holy Trinity Primary School we believe that

- We are a Christian family where everyone is valued, we all achieve and our dreams for the future begin.
- Good practice for children with special educational needs is good practice for all children.
- Every teacher is a teacher of every child or young person including those with SEN.

1.3 **How will these reforms affect you?**

More details about the reforms and the 2015 SEN Code of Practice can be found on the Department for Education's website:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. For more information on the Lancashire SEND local offer please visit:

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

or for information regarding Tarleton Holy Trinity School offer please see our school website www.tarletonholytrinity.org

Information regarding Special Educational provision is also available in the School Information Report which can be accessed on the school website.

2 Aims and Objectives of the SEN policy

2.1 School Vision Statement

Value…Dream…Achieve

As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us." Phil 4:13. Everyone is valued, we all achieve and our dreams for the future begin.

2.2 Aims

At Tarleton Holy Trinity Primary School, every member of our community is committed to valuing the individuality of all of our children. Our vision statement affirms our aim that all children are valued and have the opportunity to achieve the highest of standards. We strive to raise the aspirations of and expectations for all pupils with SEN. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We provide a focus on outcomes for children and young people and not just hours of provision/support. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

At Tarleton Holy Trinity Primary School, we believe that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

2.3 OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils
- To ensure the school's inclusion policy is implemented consistently by all staff;
- To ensure any discrimination or prejudice is eradicated;

- To identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- To ensure all pupils have access to an appropriately differentiated curriculum;
- To recognise, value and celebrate pupils' achievements, however small;
- To work in partnership with parents / carers in supporting their child's education;
- To guide and support all staff, governors and parents in inclusion issues.

3 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 Definitions

A child has *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

A child has a *learning difficulty* if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or
(b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
(c) are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child. A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

(a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
(b) for a child under two, educational provision of any kind.

(Education Act 1996, Section 312)

3.2 What is not classed as SEN?

It must be noted that not all Additional Needs will be classed as Special Educational Needs. The following list includes some examples of factors that may impact on progress and attainment but are not considered Special Educational Needs:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to

determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement (see school bullying policy). Such events will not always lead to children having SEN but it can have an impact on well-being.

- 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. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

- Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Tarleton Holy Trinity Primary School look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

- Attendance and Punctuality – poor attendance and punctuality does not indicate a child is SEN. However it may raise concerns with school.

- Health and Welfare – If a child has a specific medical condition or has additional medical or welfare needs this does not imply that they are SEN. The school will however work closely with the family to ensure the child's needs are met.

- Pupil Premium Grant or Free School Meals – If a child is in receipt of Pupil Premium Grant or Free School meals, this does not indicate they are Special Educational Needs. Again their needs are carefully monitored.

- Looked After Children – If a child is Looked After, fostered or adopted this does not imply that they are SEN. Again the school will work closely with the parents, carers, guardians and any other services to ensure the child's needs are met.

3.3 The SEND Code of Practice, 2015, describes the 4 broad categories of need: Communication and interaction; Cognition and learning; Social, emotional and mental health difficulties and Sensory and/or physical needs (See Page 97 onwards in the SEND Code of Practice, 2015). 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 our school, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also other factors that may impact on progress and attainment such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

4 A GRADUATED APPROACH TO SEN SUPPORT

4.1 At our school, quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We 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.

4.2 In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering typically includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

4.3 Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (Assess-Plan-Do-Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and

experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

4.4 Assessments are reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

4.5 In some cases, outside professionals from health or Children's social care may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO contacts them if the parents agree.

4.6 Where it is decided to provide a pupil with SEN support, parents are formally notified, although parents have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

4.7 All teachers and support staff who work with the pupil should are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

4.8 The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

4.9 Parents are fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

4.10 The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil and work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.

4.11 The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, 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. Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

4.12 Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, we then consider involving specialists, including those secured by the school itself or from outside agencies such as: SEND (Special Education and Disability) service, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), LD Complex Needs Team, Early Help Support Team and therapists (including speech and language therapists, occupational therapists and physiotherapists). Parents may access support from the SENDIAS team (Information and Advice Service for Special Educational Needs).

4.13 Early Help Assessment (previously known as Common Assessment Framework) is used when we consider that a child has needs which cannot be met solely by those services and resources which can be accessed directly by School and where, following an assessment of the situation, we believe that co-ordinated intervention is required. The request for co-ordinated support services for a child with SEN is always be discussed with parents/carers. This will be followed by Team Around the Family (TAF) meetings, chaired by the lead professional. Requests for additional services / Early help may be dealt with by the Children and Family Wellbeing service (CFW) within The Children's Services Support Hub (CSSH). School may seek advice and support from the Inclusion and Engagement support team for children who have EHC plans.

4.14 Where, despite our school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child has not made expected progress, the school would consider requesting an Education, Health and Care assessment. EHC plans bring together a child's education, health and social care needs into a single, legal document. The document sets out what extra support they will get to meet those needs. EHC plans are for children and young people aged up to 25 who have special educational needs and need more support than is available through their pre-school, school or college establishment. For more details on the EHC Plan Pathway, please visit www.lancashire.gov.uk/SEND.

4.15 Where a pupil is receiving SEN support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

5 MANAGING PUPILS NEEDS ON THE SEN REGISTER

5.1 At Tarleton Holy Trinity Primary School, children with SEN are supported through the use of IEPs (Individual Education Plans). Following assessment, IEP targets are set by the child's class teacher in consultation with the school SENCO and the child's parents. The child's IEP focuses positively on the child's progress so far and then outlines the child's next steps in the form of achievable, short-term targets. The individualised support and resources made available to the child together with ways that parents can offer support at

home are also outlined on the IEP. IEPs are reviewed termly. Parents/carers are invited to termly review meetings with the class teacher in the form of face to face sessions. Outcomes from these IEP review meetings are fed into pupil progress meetings with the Headteacher, Deputy Headteacher or SENCo to provide discussions for next steps. Teaching Assistants are used to support pupils, where appropriate, either in class or by withdrawal but always under the direction of the class teacher. Teachers may use SNAP (Special Needs Assessment profile) tool to help identify areas of strength and weakness.

5.2 If it is identified that, as a school, we are unable to fully meet the needs of a pupil through our own provision, it may be appropriate, with the permission of the parents, to contact outside agencies. This may be support from specialist teachers from the SEND service or privately sourced specialist teachers. As a school, we maintain close links with the Educational Psychologist Service, the Local Authority, medical services and social / children's services. Where concerns are raised about a child's performance, based on evidence from teacher assessments, observations, lack of progress and discussions with the parents and child, these agencies may be contacted to provide advice and support. The above referrals are organised by the SENCO and additional costs discussed with the Headteacher.

5.3 For children with EHC plans, a statutory annual review is conducted, to which other agencies are invited to contribute. Records of these meetings are kept.

5.4 There may be times when it is appropriate to remove a child from the SEN support register, for example if they have achieved their short-term IEP targets and no longer require any individual support. In which cases a review meeting will be held with the parents, class teacher and SENCO to discuss this. The class teacher will continue to monitor and assess the child to ensure the pupils' needs are being fully met within the classroom.

5.5 The SENCO follows a clear cycle of monitoring and evaluation which includes monitoring IEPs, reviewing assessment data, provision mapping, attending pupil progress meetings, evaluating lesson plans and observing lessons to ensure that children with Special Educational Needs are achieving their potential and their needs are being met.

6 SUPPORTING PUPILS AND FAMILIES

6.1 Tarleton Holy Trinity's local offer is available on our website.
The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education;
- preparing for adulthood, including housing, employment and leisure opportunities.

6.2 Our school's SEN Information Report is available on the school website.

6.3 Tarleton Holy Trinity's school admission arrangements are outlined on our school website, along with the admissions policy. This can be found at: http://tarletonholytrinity.org/school-policies/

6.4 The school's policy on managing the medical conditions of pupils can be found at: http://tarletonholytrinity.org/school-policies/

6.5 Assessment arrangements:

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority and taking account of the most recent DfE guidance. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Transition meetings are held from class to class, across key stages and with other schools to ensure that when children move up a year group all relevant information has been passed on to the next teacher.

SECTION 7 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

7.1 Our school policy on managing the medical conditions of pupils can be found under the Policy section of the school website. http://tarletonholytrinity.org/school-policies/

7.2 As an inclusive school, we recognise 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 our duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or 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.

7.3 Tarleton Holy Trinity is an inclusive school and will support the needs of children with long-term conditions and special medical needs. School staff are trained to deal with those specific needs; trained staff follow procedures regarding the care and associated medication required by the child. If a child is in this category and has been prescribed regular medication please consult the Headteacher so that appropriate arrangements can be made.

7.4 School staff are not legally, or contractually, required to give medicines to children but to note medical conditions and we do discourage medicines in school. Wherever possible,

please arrange for your child to receive their medicine outside school hours. We recognise that there may be times when a prescribed medicine has to be administered in school and the Headteacher should be notified, in writing, on the appropriate form. No unprescribed medicine will be administered by the school staff.

7.5 For medication prescribed by a doctor or dentist, which only require a **3 times per day** administration, we would expect these doses to be given out of school time. For medication prescribed by a doctor or dentist, which needs a **4 times per day** administration and therefore requires a dose to be administered in school the parents will be able to visit the school during the day to administer medication in person. If the parent can demonstrate that they are unable to come into school, this must be clear when completing the relevant form.

7.6 If your child is self-administering medication we will, wherever possible, observe the child administering their own dose of the prescribed medicine rather than us administering to them. This obviously depends on the age of the child and nature of the medicine. Children with asthma may keep their medicines in school following the completion of the appropriate form from the school office.
For further guidance, please see our administering medicines policy (school information section) http://tarletonholytrinity.org/school-policies/

8 MONITORING AND EVALUATION OF SEND

8.1 Mrs Sarah Warburton is the present SENCO.

8.2 Her role is to:

- work positively with all members of the school community to promote inclusion;
- induct new staff in the school's commitment to inclusion;
- monitor and assess singles equality policy
- monitor the inclusion policy and report annually to the governing body on its effectiveness;
- report annually on the efficient and effective use of resources for pupils at SEN and those with statements;
- work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- work with key staff to monitor pupil progress using whole school tracking;
- work with all teachers to ensure that a provision map of support is organised for all children on the SEN register.
- analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;

- liaise with parents;
- co-ordinate cross-phase / cross-school transition;
- co-ordinate external specialist provision.

8.3 Sarah Warburton is also the Inclusion Co-ordinator. She is responsible for keeping the headteacher and governors regularly informed about inclusive provision in the school. All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

8.4 At Tarleton Holy Trinity, our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. This includes:

- regular audits of provision
- Parent, pupil and staff views
- Monitoring IEPs and lesson plans
- Reviewing training requirements
- Lesson observations
- Reporting to Governors
- Pupil progress meetings
- Regular provision mapping
- Whole school SEN data tracking
- Transition meetings
- Annual action plans
- Updating SEN Support Register with staff annually to identify children to be monitored, those to be added to SEN support and those no longer in need of SEN support.

9 TRAINING AND RESOURCES

9.1 The Special Needs Coordinator works closely with the Headteacher and the finance and buildings subcommittee to ensure any specific resource needs are met from the school budget and to approve the necessary curriculum priority spending that supports moving inclusive practice forward.

9.2 The SENCO organises and plans the amount of additional in-class and external specialist support required for pupils with an EHC plan/statement of Educational Needs and those on the SEN register. The support provided for pupils on the SEN register is covered from within the school's existing SEN budget, and these children receive in-class support from teaching assistants and/or direct small group teaching from their class teacher under direction of the SENCO. Pupils with more complex or severe needs receive additional top-up funding allocated as a part of their EHC plan or Statement of Educational Needs.

9.3 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. Training needs of staff are identified by the Senior Leadership Team and relevant courses are booked. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO 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 SENCO regularly attends the LAs SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

9.4 The school is a member of Nasen (the UK's leading organisation supporting those who work with or care for children and young people with special and additional educational needs and disabilities).

10 ROLES AND RESPONSIBILITIES

10.1 Designated Safeguarding Lead (DSL)

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures.

The School's Designated Safeguarding Lead is Mr Stephen Smith (Headteacher), who is responsible under the procedures established by the LA for coordinating action within School and for liaison with other agencies. The backup DSLs are Miss Wendy Jagger (Deputy Headteacher), Mrs Sarah Warburton (Reception Class teacher and SENDCO) and Mr Skinner (Year 6 Teacher).

10.2 Roles of the SENCO:

- The day to day operation of the school's SEN policy.
- Liaising with and advising fellow teachers
- Co-ordinating provision for children with SEN.
- Monitoring IEP provision and intervention programmes.
- Advising on the graduated approach to providing SEN support
- Maintaining and overseeing the SEN Register and other SEN records.
- Liaising with parents/carers of children with SEN.
- Arranging and contributing to the in-service training of staff.
- Liaising with external agencies and voluntary bodies.
- Identifying areas for development in SEN and contributing to the school development plan.
- Liaising with receiving schools and local special schools.

10.3 Roles of Teaching staff:

- The day-to-day operation of the school's SEN policy.
- Planning to meet needs through Quality First Teaching and where necessary plan interventions to meet targets identified in the IEP.
- Contributing to the assessment and identification of needs within their class.
- Planning to meet the needs of all children by providing an appropriately differentiated curriculum.
- Liaison with Pre-school settings and receiving High Schools.

10.4 Roles of SEN Governor:

- Liaising with Head teacher and SENCO regarding statutory responsibilities.
- Providing annual written report to full governing body and parents/carers.
- Monitoring delivery and provision for children with EHC plans

10.5 Roles of SEN Teaching Assistants:

- Participate in teacher planning
- Under guidance of teacher delivery of appropriate strategies to enhance learning.
- Record evaluation of progress against IEP

11 STORING AND MANAGING INFORMATION

11.1 Records and Monitoring

Well-kept records are essential to good practice. Each child in school has a file stored securely in the school office. SEN paperwork for a child with SEN is stored in a folder in the SEN room in a lockable cupboard. Information about children may also be held on SIMS and CPOMS.

11.2 Our School is clear about the need to record any concerns held about a child or children within our School, the status of such records and when these records or parts of these records may be shared with other agencies. If a child leaves or transfers to another school official documentation will be transferred to the receiving school.

11.3 For further information about child protection paperwork and confidentiality, please refer to our Safeguarding Policy in the 'Policy' section of the school website.

12 REVIEWING THE POLICY

12.1 The SEN policy is reviewed annually during the autumn term. Policy evaluation focuses on:

- establishing how far the aims and objectives of the policy have been met;
- how effective the inclusion provision has been in relation to the resources allocated;
- the attainment, achievements and progress of different groups of pupils, including reference to the school online tracker, Lancashire SIP and value-added data;
- listening and responding to the views of pupils;
- comments from the annual parent questionnaire;
- the school's own self-evaluation of the inclusion of pupils with SEN using the LEA School Self Evaluation Toolkit for SEN and Behaviour.

In the light of these findings, our policy is revised and amended accordingly.

12.2 We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- a stable and experienced teaching team working in collaboration with teaching assistants;
- strong support from parents, carers and governors;

- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all pupils;
- that pupils' views are valued, and the pupils' voices are listened to;
- clear and consistent whole school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;
- regular inter-school collaboration
- the school is a community resource for learning and leisure activities for ALL.

13 ACCESSIBILITY

13.1 To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out ensure access is appropriate. The accessibility plan is available on the school website in the policy section.

14 DEALING WITH COMPLAINTS

14.1 If you have an area of concern regarding your child, or any aspect of school life, we find it is better for all concerned for you to let us know, as soon as possible. It is much easier for us to sort out a recent problem than something that happened some time ago. We promise to:-

- Deal with your area of concern honestly and politely.
- Look into the issue thoroughly, fairly and as quickly as possible.
- Keep you up-to-date with what we are doing.
- Apologise if we have made a mistake.
- Tell you what we are going to do to put things right.

14.2 If you have an area of concern please make an appointment with the member of staff involved or your child's class teacher who will deal with your issue. If the member of staff is unable to deal with your concern or you are not satisfied with the response please speak to the Headteacher. If the matter cannot be resolved then an official complaint can be made in writing; this should be addressed to the Chair of Governors.

Further information can be located in our Complaints Procedure on the school website.

15 BULLYING

15.1 Tarleton Holy Trinity will not tolerate any form of bullying.

15.2 We aim to promote positive behaviour and to provide working guidelines to staff to meet required standards in:

- preventing bullying;
- dealing with bullying;
- providing information for pupils and parents.

Further information can be located in our Anti-bullying Policy in the School Policy section of our website.

16 APPENDICES

16.1 The following are available under the Policy section of the school website

- The SEN Information Report, 2015.
- Our Local Offer
- Managing Medical Conditions of pupils
- Bullying policy
- Behaviour policy
- Accessibility plan
- Complaint procedure

Signed S Warburton SENDCO

Signed *S B Smith* Headteacher
Date for review: September 2026

Tarleton Holy Trinity
Church of England (Aided) Primary School

Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was adopted in Autumn 2025

and will be reviewed in Autumn 2025.

Signed by:

Member of staff responsible for this policy

S Warburton
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Governor responsible for this policy

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