



BARNACRE ROAD
— PRIMARY SCHOOL —

SEND Policy

Barnacre Rd Primary School
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POLICY

Approval and Review

Governors to Approve Policy	Local Governing Board
Date of Approval	February 2026
Chair of Governing Body	Mr J Cowper
Headteacher	Mrs J Molyneux
Policy Review Period	12 months
Date of Policy Review	February 2027

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Compliance

1.1. This policy has been written with due regard to the following:

1.1.1. Department for Education's 'Special Educational Needs and Disability Code of Practice 0 to 25 years', January 2015.

1.1.2. Special Educational Needs and Disability Regulations 2014.

1.1.3. Children and Families Act 2014.

1.1.4. The Equality Act 2010.

1.1.5. Department for Education's 'Supporting Pupils at School with Medical Conditions', December 2015

Objectives

2.1. To identify pupils with special educational needs and disabilities (SEND) at the earliest opportunity.

2.2. To support all pupils with SEND to ensure that they have full access to education with the best teaching and support available.

2.3. To ensure that Barnacre Road Primary School's arrangements for assessing and identifying pupils as having SEND are agreed and set out as part of the Local Offer¹.

2.4. To ensure all SEND pupils have the ability to take full participation in the activities of Barnacre Road Primary School as far as is possible.

2.5. Engage parents, children and young persons to actively participate in all decisions regarding SEND educational provision and support requirements.

2.6. To ensure compliance with Barnacre Road Primary School's equality and diversity duties to SEND pupils.

2.7. To ensure compliance with the relevant sections of the SEND Code of Practice issued by the Department for Education (as amended from time to time).

Overview of SEND responsibility

3.1. Ultimate responsibility for compliance with this policy lies with the governing body. One of the Trustees will be identified as the SEND governor.

3.2. The Local Governing Body (LGB) will ensure that the headteacher of the school complies with the requirements of this SEND policy and will hold the school to account. A member of the LGB will be designated as the SEND Governor for the Academy.

3.3. Responsibility for supervising the implementation and operation of this policy, along with its periodic review, lies with the Headteacher of the school.

¹ s.30 Children and Families Act 2014



- 3.4. The headteacher may delegate responsibility for SEND at the school to a member of the SEND or leadership team.
- 3.5. The school will have a SEND Co-ordinator (SENCO) who will report to the headteacher or member of the SEND or leadership team with responsibility for SEND. The SENCO will be responsible for the day to day operation of this policy.
- 3.6. The name and contact details for the SENCO will be published on the school's website.
- 3.7. The SENCO will work with the subject leaders to ensure adequate implementation of this policy for the teaching of each specific area of the school's curriculum.
- 3.8. The SENCO will work closely with all members of staff to analyse data collected by the school on pupils' progress alongside national data and expectations of progress.
- 3.9. The SENCO will also ensure that any pupils with an Educational Health and Care Plan have their assessed needs met.
- 3.10. All members of the teaching staff have a responsibility for compliance with this policy in their lesson planning, execution and administration. They are also responsible for tracking the progress and development of pupils in their class.
- 3.11. All other staff at the school have a responsibility to comply with this policy in the exercise of their duties.
- 3.12. Parents are responsible for providing the school with sufficient and up-to-date information about their child's medical needs.

Key contacts

- 4.1. The SENCO is Mrs Andrea Mellor and they can be contacted on amellor@longridge.lancs.sch.uk and 01772 783555.
- 4.2. If you have concerns, please contact the SENCO or Mrs J. Molyneux (Headteacher) on head@longridge.lancs.sch.uk and 01772 783555.
- 4.3. Support services for parents of pupils with SEND, include:

4.3.1. Lancashire SEND IAS: information.lineteam@lancashire.gov.uk <https://lancsSENDdias.org.uk/>

Definition of Special Educational Needs and Disabilities

5.1. Special Educational Needs

5.1.1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.²

5.2. Learning Difficulty

² s.20 (1) Children and Families Act 2014



5.2.1. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age³, or

5.2.2. A child who has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.⁴

Admissions

6.1. The school's admissions criteria will not discriminate against those pupils with SEND.

6.2. Pupils with an EHCP, which names the school as the educational provider, will be given priority under the admissions criteria.

6.3. The governing body will keep the admissions criteria under review to ensure that SEND provision is provided for as required under SEND Code of Practice.

Identification and Assessment

7.1. Identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

7.2. Upon entry into the school, all pupils will be assessed to identify their current skills and level of attainment. The data from these assessments will be collated and considered by the SENCO with relevant teaching staff and SEND or leadership.

7.3. The school, where appropriate, will liaise with previous schools and external agencies where appropriate to identify pupils with SEND.

7.4. Regular assessments will be carried out to monitor the progress of all pupils, ensuring that any pupil with SEND is identified.

7.5. Particular care will be taken when assessing pupils whose first language is not English.

7.6. The SENCO will work closely with staff at all levels in order to recognise any pupil behaviours which would indicate SEND during their academic performance.

7.7. Any decision regarding a pupil's SEND will be communicated to the parents and the pupil.

Individual healthcare plans

8.1. Where a special educational need is identified, the school may decide to implement an individual healthcare plan to support the pupil if the SEND is also a medical condition requiring additional support.

8.2. The SENCO is responsible for the development and implementation of individual healthcare plans for pupils with the involvement of and in consultation with the pupil's parents, school staff and any healthcare professionals involved in providing care to the pupil.

³ s.20 (2)(a) as above

⁴ s.20 (2)(b) as above

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8.3. The school will include the following types of information on an individual healthcare plan:

8.3.1. the medical conditions, its triggers, signs, symptoms and treatments

8.3.2. the pupil's needs, including medication and treatment

8.3.3. specific support needed for the pupil's educational social and emotional needs

8.3.4. the level of support needed

8.3.5. who will provide the support and any training as required

8.3.6. who in the school needs to be aware of the condition

8.3.7. written permission from parents to administer medicine

8.3.8. any separate arrangements required for school trips

8.3.9. emergency procedures

8.4. Plans will be reviewed at least annually, or earlier if the school determines that evidence presented indicates that the child's needs have changed.

Education and Healthcare Plans

9.1. Where the school feels that the pupil could be further supported with the implementation of an EHCP it will work in consultation with the pupil's parents, teachers and SENCO to develop an application to the Local Authority.

9.2. While the school will make every effort to support an application for an EHCP where it feels an application is appropriate, it cannot make any determination as to whether the pupil will be assessed for an EHCP or whether one will be granted, as this remains a question for the local authority.

9.3. Where an EHCP has been granted and is in place with the school named within it, the school will make every reasonable effort to implement the plan. The school will carry out an annual review of the plan to ensure its effective operation.

SEND Provision

10.1. The broad areas of need that will be planned for are:

10.1.1. Communication and interaction

10.1.2. Cognition and learning

10.1.3. Social, emotional and mental health difficulties

10.1.4. Sensory and/or physical needs

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- 10.2. Assistance will also be provided, alongside other agencies, to assist with the SEND pupils' transition onto the next phase of education, as follows:
- 10.2.1. Liaison with SENCO and Year Seven staff at the new setting to share information about the child, their particular needs and support strategies in place, as well as any EHCP, medical plan, individual learning plan or pupil passport.
 - 10.2.2. Workshops run within year six relating to the transition to high school, such as those provided by the Child and Family Wellbeing service.
 - 10.2.3. Supporting children and their families to attend additional transition visits and events at the new setting or through provision of school staff to accompany children on such visits.
- 10.3. The school maintains a high quality of teaching to ensure the best access to education is available for all pupils.
- 10.4. The SENCO will work closely with parents, teachers and children to identify any areas of strength and difficulty, any parental concerns, any agreed outcomes to be met for the pupil and what the next steps will be in order to achieve the outcomes.
- 10.5. Outcomes will be reviewed regularly by the SENCO alongside teaching staff and parents.
- 10.6. The school will work closely with professionals to ensure the most appropriate support is provided for the SEND pupil.
- 10.7. The effectiveness of provision will be evaluated regularly and set out in the annual SEND Information Report.

Enabling to engage

- 11.1. The school endeavours to ensure that all children are able to engage in appropriate learning and social activities and strives to include all pupils with or without SEND. This may include the provision of additional staffing, allowing extra time for learning activities to take place or adaptations being made to the learning activities being made available. All children in Year 5 and 6 are offered the opportunity to participate in the residential activity. Activities offered take into consideration the needs of each cohort and are adapted to meet individual needs as well as those of the whole cohort.

Support for emotional, mental and social development

12.1 This includes extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying, as follows:

- Use of "The Nest" a designated room, staffed during lunch to give children the opportunity to talk quietly with staff or to have time to themselves in a quiet calm environment Individual behaviour plans may be used to help children develop their behaviour, learn strategies to help with self-regulation and have opportunities to develop their social skills Check ins – adapted to suit the needs of the child, they may be daily or per session. An adult/s will check in with the child allowing them to talk if needed, take time to regulate or give the opportunity for a break.
- Through our PHSE curriculum all children learn about ways to develop their emotional, mental and social skills at age appropriate levels.
- Small group sessions are used to support children to develop their skills, following programmes such as "Socially Speaking".
- Where appropriate, additional therapy sessions may be used, using external therapists if available.

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Staff training and support

- 13.1. The school will ensure that any staff involved with the provision of education or support for pupils with SEND are provided with appropriate training.
- 13.2. Any member of staff who provides support to a pupil with medical needs will receive suitable training.
- 13.3. The school will assess training needs by consulting with staff on a whole school and individual basis, conducting a skills analysis and cross referencing this with the needs of current students highlighted through assessments. Any specialist training required will be commissioned by the SENCO and senior leadership team.

Approach to teaching children and young people with SEND

14.1 The school adopts a graduated response to teaching children and young people with SEND. This involves a “plan, do, review” cycle. The cycle will usually last for 1 term, but may be reviewed and adapted in a shorter period if needs change. The interventions will be planned by the class teacher but may be implemented by a Learning Support Assistant out of the classroom.

Adaptations to the curriculum

15.1 The curriculum provided by the school takes into consideration the needs of all pupils and can be adapted to cater for the needs of most children. The adaptations can take many forms, ranging from the colours and size of fonts / backgrounds to the resources and timings allocated. The learning environment aims to create a calm, focussed atmosphere with distractions kept to a minimum, whenever possible. Carpet to reduce noise has been fitted in all classrooms.

Additional support for learning

16.1. The following support for learning is available to pupils with SEND:

- High quality teaching and adaptation
High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. There is an on-going cycle of monitoring of the quality of teaching and learning by the senior leadership team.
- Interventions
The class teacher / room leader will monitor progress closely of children they have concerns about, and will provide appropriate intervention strategies and support to meet the needs of the child, which may be delivered by an LSA within the classroom or in a specified area.
- Personalised Interventions (Individual Learning Plan)
Where the child needs provision that is additional to and different from the other children in the class, an individual plan will be devised for them.

16.2. Equipment and facilities to support children and young people with special educational needs will be secured by:

- Utilising funding to purchase personalised equipment
- Having universal resources for pupils, e.g. overlays, concrete materials and sensory circuit equipment.

Unacceptable Practice

17.1. The school considers the following actions and behaviour unacceptable treatment of pupils with SEND:

17.1.1. assuming pupils with the same condition require the same treatment

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- 17.1.2. penalising a pupil for their attendance if their attendances are related to their special educational need
- 17.1.3. preventing a pupil from drinking, eating or taking toilet or other breaks whenever needed in order to manage their special educational need
- 17.1.4. creating unnecessary barriers to normal aspects of school life to pupils with special educational needs.

Involvement of other bodies

- 18.1. The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families, which may include some of the following:

Children & Family Wellbeing Service
School Nurse
Educational Psychologists (local authority and private providers)
Speech & Language Therapist (NHS & private providers)
Specialist Teachers (Local Authority and Private Providers)
National Autistic Society
Community Paediatrician
Child & Adolescent Mental Health Service (CAMHS)

- 18.1.1. The school will make data on the levels and types of need within the school available to the local authority.

Looked After Pupils

- 19.1. Arrangements for supporting children and young people who are looked after by the local authority and have SEND are dealt with individually through liaison with Children's Social Care, Virtual School and carers.

Local offer

- 20.1. The school's contribution to the local offer can be found on our school website: [SEND | Barnacre Road Primary School](#)
- 20.1 The Local Offer is published on the Local Authority Website: [Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

SEND Information Report

- 21.1. Information about the implementation of this policy will be published on the school's website or is available upon request.
- 21.2. A written report will be published annually on the school's website by the governing body which will comply with the requirements of the Special Educational Needs and Disability Regulations 2014 and SEND Code of Practice, as amended from time to time.
- 21.3. The annual written report will be updated as soon as possible during the year to reflect changes to the information it contains.

Complaints

- 22.1. When a parent of a child with SEND has a complaint about the provision made at the school, the school will first make an effort to resolve the issue informally.

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22.2. If the issue cannot be resolved informally it will be dealt with under the school’s Complaints Policy which can be found on the school website.

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