



# Special Educational Needs and Disabilities Policy 2025

St Matthew's Church of England Primary School and Brunel Nursery School is a federation. This is where two or more schools are governed collectively under a single governing body. This federation also shares the same head teacher, deputy head teacher, Special Educational Needs and Disabilities coordinator, foundation stage leader and school and family wellbeing lead.

## **St Matthew's Church of England Primary School Mission Statement**

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful and loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Our motto: Live, Love, Learn

## **Brunel Nursery School Mission Statement**

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. We want our children to be cheerful and independent individuals, who reach their potential and are proud of their achievements.

Our motto: Learning Together.

<b>Policy Reviewed</b>	
<b>Date:</b> September 2025	<b>By Whom:</b> Governors of the Achievement Committee
<b>Date for next review:</b> September 2026	

## **SECTION 1**

### **Definitions**

According to the Special Educational Needs and Disability Code of Practice 2014 – A child or young person has Special Educational Needs and/or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### **Beliefs and Values**

St Matthew's Church of England Primary with Brunel Nursery School's vision states that we aim to enable every child to 'reach their full potential'. We believe that every teacher is a teacher of every child including those with SEND. We are committed to this by offering an inclusive education to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to provide access to a broad and balanced curriculum, but also offer small group support, individual strategies or help where children have specific needs. All children will be valued, and we aim for them to experience success and achievement – thus increasing their confidence and self-esteem.

### **Roles and Responsibilities**

**Mr J Rogers (Headteacher)**, has responsibility for the day-to-day management of Special Educational Needs and Disability and has overall responsibility for the management of medication in school.

**Mr W Ulhaq (Special Educational Needs and Disabilities Coordinator)**, in collaboration with the headteacher and the governing body plays a key role in determining the strategic development of the Special Educational Needs and Disabilities policy and the provision in school in order to raise the achievement of children with Special Educational Needs and Disabilities and is also the Designated Safeguarding Lead (DSL).

**Mrs K Adnitt** is the named governor for Special Educational Needs and Disabilities, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities. The Governing Body's Annual Report will report on the implementation of the policy and the effectiveness of the provision made.

**Mrs Martin (Deputy Headteacher)** has responsibility for managing *Pupil Premium Grant* and *Looked After Children* funding.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is working towards attaining the NPQ for SENDCo qualification and is a member of the Senior Leadership Team. The SENDCo is also the designated person for Safeguarding. The role also includes:

- Overseeing the day-to-day operation of the school's Special Educational Needs and Disabilities policy
- Co-ordinating provision for children with Special Educational needs and Disabilities
- Liaising with and advising fellow teachers
- Managing support assistants
- Overseeing the records of children with Special Educational needs and Disabilities
- Liaising with parents/carers of children with Special Educational needs and Disabilities
- Contributing to the professional development of all staff
- Liaising with external agencies

Teaching and Learning Assistants work under the direction of the class teacher and the Key Stage team, often with input from the Special Educational Needs and Disabilities Coordinator. They may support individual children (mostly those with and Education, Health and Care Plans) or other groups of children when directed by the class teacher.

The monitoring criteria include:

- Analysis of pupil tracking data and test results for individual pupils and cohorts
- How well identification and assessment procedures have ascertained pupils' needs and contributed to future success
- Ascertaining parents/carers views on how effective they believe provision to have been
- Evidence from Ofsted inspection reports
- School development plan

## **SECTION 2**

### **Admission Arrangements**

All admissions to St Matthew's Church of England Primary and Brunel Nursery School are based upon their Admissions Policies. There is no differentiation made between pupils with or without Special Educational Needs or Disabilities. Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place. Please see Accessibility Plan for further information.

### **Facilities**

The school has no specialist unit attached however, the school has a disabled toilet and shower complete with a changing bed and hoist. Brunel Nursery School has a changing bed and hoist. Other specialist equipment is loaned by the Special Educational Needs and Disability Support Service (SEND SS) or Occupational Health Service. Again, see Accessibility Plan for further information.

### **Objectives**

The specific objectives of our Special Educational Needs and Disabilities policy are as follows:

- To operate a 'whole pupil' and 'whole school' approach to SEND
- To be a source of support and advice for all staff working with pupils with special educational needs
- To identify (in a timely manner) pupils with special educational needs and disabilities and ensure that their needs are met
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that children are involved and informed in decisions about their education
- To promote effective partnership and involvement with outside agencies

## **SECTION 3**

### **Identification, Assessment and Monitoring of Special Educational Needs and Disabilities**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the pupil is not making the expected progress the class teacher will then consult with the Special Educational Needs and Disabilities Coordinator, who then may carry out individual assessments in order to decide whether additional and/or different provision is necessary. The purpose of this identification is to work out what action the needs to take- not to fit a pupil into a category.

For Brunel Nursery pupils, those with identified special educational needs and/or working between 16 to 26 months in one or more prime areas of the Early Years, advice will be sought from an Early Years Advisory Teacher. If found to have additional needs a Child and Family (CAF) may be opened to support the developmental needs of the child. Nursery can decide if the child meets criteria for SEN inclusion funding (SENIF).

St Matthew's C of E Primary also considers other factors that impact on progress and attainment for all pupils with or without SEND. For example, attendance and punctuality, health and welfare, being in receipt of Pupil Premium, English as an Additional Language, or being a Looked after Child. The headteacher and school wellbeing mentor liaise closely on the attendance of all pupils.

Performance Indicators for Valued Assessment and Targeted Learning (PIVATs) are used to assess some SEND pupils. When such pupils are identified as needing this type of assessment they are assessed in each term (three times per year).

## **SECTION 4**

### **Special Educational Needs Graduated Response: Assess, Plan, Do, Review Cycle**

The triggers for intervention through school action could be the teacher's or others' concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision/action that is additional to or different from that available to all will be recorded in an Additional Learning Goals form. This will be written by their teachers in consultation with the Special Educational Needs and Disabilities Coordinator, support staff and, if appropriate, pupils and/or parents. It will be agreed by parents/carers and will be reviewed at least twice a year.

This provision may include providing different learning materials, programmes of work or special equipment; introducing group or individual support with the Special Educational Needs and Disabilities

Coordinator or Teaching and Learning Assistants or increased pastoral support. School also use the Local Authority Graduated Response document when formulating and APDR cycle.

If, despite receiving an individualised programme and/or concentrated support as above and the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

external services will be called upon to offer assessment, advice and strategies. The input from external services will help to inform planning for the needs of the pupil e.g. providing fresh targets and strategies and help in the measurement of a pupil's progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

School access numerous external services in order to support our pupils with Special Educational Needs and Disability:

Local Authority Educational Psychologist  
Early Years Educational Psychologist  
Health Visitors  
Portage  
CAMHS (Child and Adolescent Mental Health Service)  
Mental Health Support Team (MHST)  
Child/Clinical Psychology Service  
Occupational Health Service  
Physiotherapy Service  
Speech and Language Therapists  
Paediatric Services  
Medical Services  
Social Care Services  
School Nurse  
Educational Welfare Officers  
St Thomas's Pupil Referral Unit  
The Heights Nurture Provision  
Special Educational Needs and Disability Support Service (SEND SS)

(See Special Educational Needs and Disability **Information Report** on Blackburn with Darwen Website and Local Offer Website for further information <https://blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities>)

## **Success Criteria**

St Matthew's Church of England Primary and Brunel Nursery School monitor Special Educational Needs and Disabilities provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The Governors will oversee this process and will report annually to parents.

When considering how successful our policy is, we will consider:

- Movement of pupils on/off the Special Educational Needs and Disability register.
- The identification and assessment of Special Educational Needs and Disability i.e. early identification – (Performance Indicators for Valued Assessment and Targeted Learning (PIVATs)/Baseline results.
- Pupil success in the National Curriculum and achieving targets. Comparative data from annual standardised tests in KS2.
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation, for example, the review of the APD cycle.

## **Statutory Assessment**

If the child continues to demonstrate a significant cause for concern, a request may be made by the school to the Education and Health Care Panel to consider the need for Statutory Assessment for an **Education and Health Care Plan**. There may be consideration of a **Child and Family Assessment (CAF)** to help coordinate services for a submission to the EHCP panel. The voice of parents and pupil is also submitted to the EHCP panel. The Local Authority then considers the needs of the child and if their criteria are met, then an Education and Health Care Plan is issued which sets down the provision to be made for the pupil. For pupils who have an Education and Health Care Plan their progress and the support outlined in their Education and Health Care Plan will be reviewed annually and a costed provision map and report is provided to the Local Authority by the Special Educational Needs and Disabilities Coordinator.

## **Transfer**

St Matthew's Church of England Primary School has good working relationships with its local secondary Schools and the Special Educational Needs and Disabilities Coordinator liaises with the Special Educational Needs and Disabilities Coordinators of these schools in the months prior to transfer from KS2 to KS3 to ensure that the receiving schools are fully informed about the specific needs of our pupils. Advanced planning for pupils with Education Health and Care Plans in Year 5 allows for appropriate options to be considered prior to transfer.

The Special Educational Needs and Disabilities Coordinator makes visits to Brunel Nursery School in the Summer Term prior to transfer to Foundation Stage 2 in order to observe pupils that have been identified with Special Educational Needs and liaise with the appropriate staff and parents. In some cases transition meetings are held with parents and staff from both schools/settings involved in planning for a smooth transition. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered.

The Special Educational Needs and Disabilities Coordinator or Early Year Class Teacher may also visit other Early Years providers, including private nurseries and children's centres if a child with Special Educational Needs and Disabilities will be transferring to St Matthews or Brunel.

### **Partnership with parents**

St Matthew's Church of England Primary and Brunel Nursery School recognises that parents/carers have a key role to play in their child's education. We aim to fully involve them and have their views taken into account. The Special Educational Needs and Disabilities Coordinator and School Wellbeing Mentor are able to provide advice on what support is available to parents. See Special Educational Needs and Disabilities Information Report on Blackburn with Darwen Website and the Local Offer Website for further information and the schools website.

<https://blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities>

<https://www.stmatthewsblackburn.com/>

### **Partnership with pupils**

Whenever appropriate, children with Special Educational Needs and Disabilities are encouraged to be actively involved in the decision-making processes about the provision that is to be made for them. We actively encourage pupils to be involved in their own target setting and in reviewing their performance. Some pupils with specific needs may need additional arrangements so they can take part in Key Stage 2 tests.

Types of support include:

- early opening of test packs, to adapt test papers
- additional time to complete the tests
- the use of scribes, word processors or other technical or electronic aids
- making transcripts
- written or oral translations
- readers
- the use of prompts and rest breaks
- the use of accessibility objects in the mathematics test
- highlighter pens
- arrangements for pupils who are ill or are injured at the time of the tests

See also Medicines and Supporting Pupils in School with Medical Conditions Policy on the school website.

<https://www.stmatthewsblackburn.com/>

### **Complaints**

The child's class teacher and the Special Educational Needs and Disabilities Coordinator will work closely with parents at all stages in their education and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual schools' complaints procedures then parents can request support from the Parent Partnership Service who may then involve the Independent Disagreement Resolution Service.

### **Training**

The school makes an annual audit of training needs for all staff taking into account school priorities, as well as training needs stated during the Professional Development Interviews that are carried out with all staff in school. The Special Educational Needs and Disabilities Coordinator or Leadership Team takes responsibility for prioritising and meeting the training needs of support staff.

All teachers and support staff meet with the Special Educational Needs and Disabilities Coordinator to discuss the systems and structures in place around the school's SEND provision and to discuss the needs of the individual pupils.

The Special Educational Needs and Disabilities Coordinator regularly attends the local network meetings for SEND and the School Improvement Group meetings for SEND.

All Teaching and Learning Assistants are part of the staff appraisal cycle, which enables them to set targets and review their progress each year.

### **Review**

This policy was developed and agreed with teaching and support staff, pupils, Governors and parents and is reflective of the SEND Code of Practice.

### **Reviewed by Mr W Ulhaq (SENDCo)**

September 2025

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 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 (January 2015)
- Schools SEN Information Report Regulations (2014) ([www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Related policies**

Accessibility Plan 2024-2027

Safeguarding Policy 2025

SEN Information Report 2025

Above policies can be found on the school website below.

<https://www.stmatthewsblackburn.com/>