CONINGSBY ST MICHAEL'S PRIMARY SCHOOL

BELIEVE. ASPIRE. SUCCEED.

As Jesus welcomes and values children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed. Matthew 18: v.2-5

SEND POLICY

This policy was written by	A Jones October 2015
Review Cycle:	Annually
This policy was subsequently reviewed by:	B Louth September 2026
Next review Date	September 2027

"Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning".

NASEN Mission statement

Section 1

Introduction

- This policy outlines the nature and management of SEND at Coningsby St Michael's Church of England Primary School.
- It reflects the consensus of opinion of the whole teaching staff and the Academy Committee
- The Special Needs and Disabilities Coordinator (SENCo) is Mrs Louth, who works closely with Ms V Wise, Pastoral manager. They can be contacted directly in school during term time.
- Mrs Louth has completed the NASENCo Award and is part of the school's SLT.

The School Context – What sort of school are we?

Coningsby St. Michael's Primary School (CSM) serves a wide rural area. The school is well maintained with a safe environment. Most children enter the school having experienced some form of pre-school provision. Pupils enter school with a wide range of attainment; most pupils come from a rural background with little variation in ethnicity. When compared with the national average of children with SEND, in state funded primary schools, the percentage of pupils with SEND at CSM (29.3%) is currently above the national average for Primary Schools in England (19.5 % June 2026) The percentage of pupils speaking English as an additional language is low. Pupils attending CSM come from a range of backgrounds, including disadvantaged and Forces families.

The local environment is used to broaden and enrich the quality of pupils' educational experiences, with visits and enrichment activities to extend pupils' understanding of the wider world and enhance cultural capital.

Beliefs

At Coningsby St Michael's we strive to provide a high quality education for pupils with SEND and to support **all** children to enabling them to achieve their full potential, feel valued and successful and become confident individuals living fulfilling lives.

Quality first teaching is vital; every teacher is a teacher of every child in their class, including those with SEND. Each pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community and has equal opportunities.

We acknowledge and value the role that parents/cares have in their child's learning and aim to work in partnership with them, taking into account the voice of the child.

As a school we always seek to develop an inclusive curriculum by:

- Having high expectations and ambitions for all children
- Setting suitable learning challenges for all children
- Responding to children's diverse learning needs
- Working with the child to ensure full access to all learning and assessment tasks for individuals and groups of children.
- Identifying and removing barriers to learning
- Working with LAAT, LEA and outside agencies to achieve the best outcome for the child.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 2015 and has due regard to all relevant legislation including, but not limited to, the following:

- Teachers Standards (updated 2013)
- SEND Code of Practice 0-25 (January 2015)
- The National Curriculum in England Key stage 1 and 2 document (Sept 2015)
- Equality and Human Rights Commission (EHRC) (2015) Reasonable adjustments for disabled Pupils.
- Statutory Guidance on Supporting pupils at school with medical conditions (updated Aug 2017)
- Equality Act 2010/15: advice for schools DFE Feb 2013(updated 2018)
- Working Together to Safeguard Children (2018)
- School's Admissions Code (2021)
- Keeping Children Safe in Education (2022)

The school's

- SEND Information Report
- Child protection and Safeguarding Policy
- Access and Disability Policy
- Data protection policy
- Complaints procedures policy
- Behaviour Policy
- Supporting children with Medical conditions Policy
- Equality and Diversity Policy

The SENCo in liaison with the SEND Governor, Head Teacher, SLT and all Staff wrote this Policy. Parents and Pupils were consulted during the writing of the SEND Information Report, which forms a key part of this Policy.

Section 2

Aims

a) The aim of the SEND Policy is to improve the learning and raise the achievement and outcomes for children with Special Educational Needs or Disabilities.

b) We strive to allow all children to achieve their full potential, feel successful and confident with their learning, safe in the environment and to move off the SEND register at the earliest opportunity if their needs are met.

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant policies, including:
  - Accessibility Policy
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.

Section 3: Identifying Special Educational Needs

- School-aged children are defined as having SEN if they have a significantly greater difficulty in learning than the majority of children of their age, which calls for additional to or different from, the educational provision that is provided for all children of the same year group.
  This is beyond the reasonable adjustments and learning arrangements that are normally provided as part of high quality personalised teaching.

- If the above criteria has been met and despite having extra interventions provided by the class teacher, the child is still not making expected progress, then in consultation with parents a concern form will be completed (Appendix 1) and a decision to place them on the SEND register may be taken.

- The purpose of identification is to determine what action we as a school need to take to meet the child's needs and is outlined in the school's SEND information report.

- As a school we acknowledge that many pupils during their time at primary school may experience difficulties, long or short term and we will endeavour to support these children.

- Parents/carer's views and the child's view form a key part in identification.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction,

- Cognition and Learning,

- Social, emotional and mental health difficulties,

- Sensory and/or physical

Section 4: SEN Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils and the highest ambitions for all children is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Have high expectations and ambitions for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Use appropriate assessment to ensure the curriculum is ambitious for all.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Provide scaffolding to ensure that all children can access learning at their level
- Provide frequent opportunities for Pre-Teaching

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussions with the pupil and their parent.

Once a pupil has been identified with SEND, the school will continue to employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby 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. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs
- **Plan**: agreeing 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
- **Do**: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments and advice from external agencies and professionals. The SENCO works closely with external agencies.

Further information on this process and the support that school offers, can be found in our SEND Information Report.

If Parents express concerns about their child within the home, then following discussions with Parents and with their consent, an Early Help Assessment (EHA) may be initiated to provide support for the child out of school as well as within school. The Pastoral Support Manager will lead and over see this.

If school identifies that we are unable to fully meet the needs of a child, through our own provision arrangements and only after closely following the advice of specialist agencies, we may then, in consultation with parents, decide to apply for an Education, Health and Care Plan (EHC Plan).

If a child is recommended for further assessment, as a result of a SEN Support review meeting and meets the LEA criteria for EHC Plan referral, the SENCO completes the relevant paperwork and submits it to SEND services at Lincolnshire County Council. If a decision is made to instigate statutory assessment, the above support in school continues, and the LEA follow the EHC plan guidelines.

SEND Hub

The SEND Hub is a central point of provision within the school designed to offer targeted, flexible support for pupils with Special Educational Needs and Disabilities. It provides an extension of our school ethos, into a specific space that is a structured and personalised where students can access personalised interventions, specialist resources, and additional adult support to help them regulate, engage, and make progress. The SEND Hub operates as an enhancement of the classroom, enabling pupils to receive bespoke teaching, small-group work, or short-term adjustments without removing them from the wider curriculum or school community. Its purpose is to ensure that all pupils are able to access learning effectively, develop independence, and thrive both academically and socially.

Section 5: Criteria for exiting the SEN Register

If following the additional support, the child makes 'good' or 'accelerated' progress and is on track to reach age related expectations and Parents, School, Specialist Agencies and the Child (if appropriate) agree, the child may be removed from the SEN Register but will be closely monitored within the class.

Section 6: Supporting Pupils and Families

- Further information on how we at St Michael's Support our Children and their Families can be found on our website.
- **SEND Information Report**
- Pastoral Offer
- The Local Authority Local Offer will provide further information as to what is available to Families in the area via their Family Services Directory.

  https://www.lincolnshire.gov.uk/send-local-offer

Admission arrangements

- Coningsby St Michael's strives to be fully inclusive. All children are welcome, including those with special educational needs and disabilities. Children who meet the admission criteria will be admitted to school providing the appropriate level of facilities is available to meet their individual needs.
- School's Admission Policy can be found on our website (link in Appendix 3)
- All pupils, including those with SEND, will be expected to follow the School Behaviour policy.
- All policies are available to parents on request (Appendix 3 for a link to the school website)

Accessing Assessments and SATS

- If necessary, special arrangements are made for pupils with SEND taking statutory tests. These could include a reader, extra time and help with recording, in line with government assessment policy.
- Our Executive Head Teacher, is responsible for applying for specific access arrangements.

Transition

- Transitions are carefully planned whether they are from class to class, key stage to key stage or school to school.

- When Children move classes, the SENCo and current class teacher ensure that the receiving class teacher has the relevant information and the child is given opportunities to visit their new class and a social script will be written if necessary.
- Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.
- When Year 6 children move on to Secondary school, the receiving school SENCo is invited to a review meeting in the summer term to ensure they are aware of any needs, and to meet the child and parents. Arrangements can be made for extra adult supported visits to the new school, if required.
- If the need arises, key children are invited to join a Transition Group in the summer term.
- When any of our children leave school, all SEND records are sent on to the new school with the child's official record card. The SENCO may contact the receiving school's SENCO to implement a transition programme and ensure continuity of support if required.

Section 7: Managing Medical Conditions of children.

- The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and PE activities. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have Special Educational Needs (SEN) and may have an EHC Plan which brings together health and social needs as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Further information can be found in the, Schools Health and Safety document, the DFE's Supporting pupils at school with Medical Conditions and our school Policy supporting children with Medical conditions. (Appendix 3)

Section 8: Monitoring and Evaluation of SEND

- The SENCO and Head Teacher along with the SLT regularly and carefully monitor and evaluate the quality of the provision available to all children. This is done by learning walks, data analysis, planning scrutinies, work scrutinies and sampling staff, pupil and parent views.

  These arrangements promote an active continual review and improvement provision for all children.
- The SENCo reports termly to the Academy Committee on SEND issues.

Section 9: Training and Resources

- SEND is funded as part of the whole school budget.
- The LEA set the SEND allocation using data from the September census.
- This budget allocation is reviewed and discussed annually with the Academy Committee and Head Teacher. The actual allocations are agreed in light of SEND information about school needs and levels.
- The school is developing a bank of SEND resources, which are used specifically for children on the register. Also classroom resources are used if appropriate.

- As part of the induction process for all new teachers and support staff they will have time to meet with the SENCo to explain SEND systems and structures and to discuss the needs of individual children.
- The SENCo attends termly SENCo network meetings in order to keep up to date with Local and National updates.
- The school has good links with other local primary and secondary schools where training and expertise can be shared if required.

Section 10: Roles and Responsibilities

The Academy Committee will be responsible and ensure that:

- The SEND policy is implemented fully and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- An Academy Committee Member with responsibility for SEND is appointed.

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Academy Committee to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The **SENCO** is responsible for:

- Collaborating with the Academy Committee and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the Academy Committee Member and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Monitoring provision for send pupils will include learning walks, pupil and parent voice.

Every Teacher is a Teacher of SEND using a First and Best approach.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Make reasonable adjustments to remove barriers to learning
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Senco, Head of School, Pastoral Support Manager, and Executive Head Teacher.

The Designated staff members in school with specific Safeguarding Responsibility are Mrs E Eden (Head Teacher), Ms V Wise (Pastoral manager) and Miss N Williams (Pastoral Learning Mentor).

Mrs E Eden and Mrs B Louth are the members of staff responsible for managing LAC funding.

Section 11: Storing and Managing Information

SEND documents are saved digitally in secure folders and scanned into Insight and CPOMs.

All documents are passed on to a child's new school or kept safely for a period of time following LEA guidelines.

Section 12: Reviewing and evaluating success of the Policy

- The Policy will be reviewed annually.
- The success of the school's SEND Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENCO, Head Teacher, SLT, and Subject Leaders
- Analysis of pupil tracking data and test results for groups and individual children
- The School's self-evaluation
- The School's Development Plan

Section 13: Accessibility

- Following the Special Educational Needs and Disability Regulations 2014 we have written an Accessibility Plan (link can be found in Appendix 3)

- At Coningsby St Michael's we seek to develop an inclusive curriculum that promotes positive, confident attitudes by:
  - Providing a physical environment that promotes access to the curriculum, activities, trips and clubs
  - Providing children with appropriate support to access the curriculum, activities, trips and clubs and identifying and striving to remove any barriers to learning.
  - Celebrating and rewarding all efforts that all our children make.
  - Responding to children's learning styles through groupings and flexible teaching approaches.
  - Providing accessible curricular materials
  - Involving pupils and their parents in decisions about their learning.
- We will do our best to anticipate what a child may need and make reasonable adjustments, including the provision of auxiliary aids, services and physical alterations to the environment to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. For example: We currently have a number of ramps fitted around school, a disabled toilet, adjustable height changing bed and provision of ICT equipment to aid recording.

- We will not directly or indirectly discriminate against, harass or victimise a child with a disability.

- If requested, communications with parents, who have a disability, will be provided in their preferred format.

- For further information, see Equality Policy (Appendix 3)

Section 14: Dealing with complaints

- Any complaints regarding the Special Educational Needs and Disability Policy or the provision being made for pupils with Identified needs should be addressed in the first instance with the class teacher. If parents need further advice they are welcome to make an appointment with the SENCO. If Parents still feel that their child's needs are not being met they should follow the advice in the complaints policy.
- If Parents are still not satisfied with the outcome they can write to the Academy Committee following the school's complaints policy. (Appendix 3)
- Parents can also seek advice from, LIAISE - Send information advice and support in Lincolnshire.

Section 15: Bullying

- Coningsby St. Michael's CofE Primary School takes the issue of bullying seriously. It is vital if there is any suspicion of bullying taking place that we consider all aspects.
- Bullying is defined the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
- Children are encouraged to inform an adult if any incident occurs in school.
- See Anti Bullying Policy for further information. (Appendix 3)

Section 16: Appendices

Appendix 1: SEND Concern Form
Appendix 2: Specialist agencies offering support to school

The implementation of this policy is the responsibility of the Head Teacher, SENCO and all Teaching and Classroom Support Staff.

Acceptance of this policy includes a commitment to implementing it in full.

Appendix 1

Coningsby St Michael's SEND Concern form

Completed by:	Date:
Class:	Name of child:

Current Progress/Attainment Data
Please highlight progress child has made in the last academic year

Reading	Writing	Maths	Phonics

Last eye test:

Parental meetings

Date	What was discussed	Next steps

Staff observations and concerns

Date	Concern/observation	Next steps	Impact?

SENCO

Date	Comments	Next steps

In house screening
(tick if complete – use recommendations to support above boxes. Add scores where appropriate)

Wellcomm		Speech Sound Assessment		IDL Numeracy Screener	
IDL Literacy Screener		YARC		Phonological awareness	

Appendix 2

Send Information Report can be found on our school website on the send page.

- https://www.coningsbyprimary.co.uk/send-information-report/

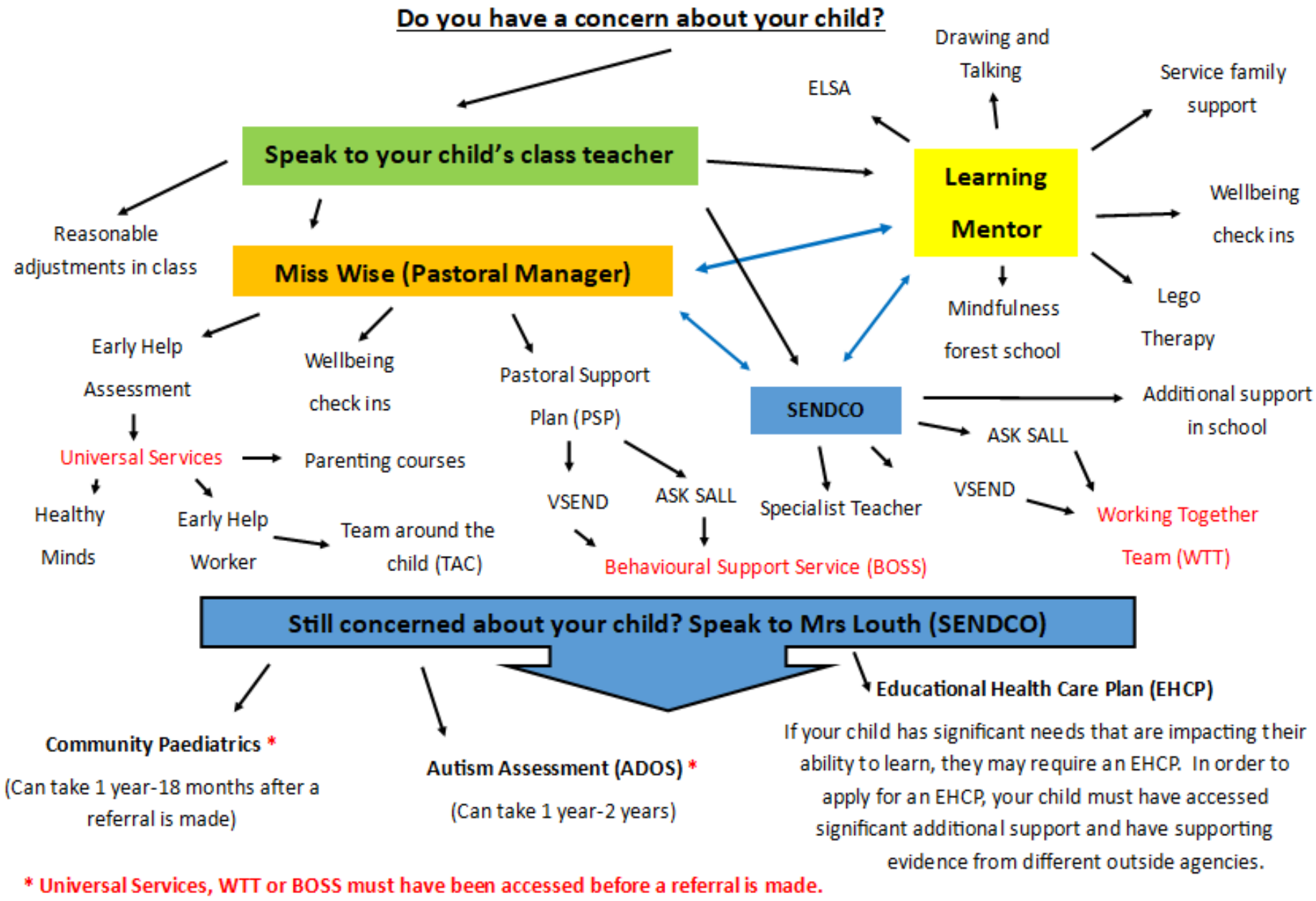
Appendix 3

At the SEN Support, outside agencies can be involved in providing further advice and support as appropriate to the pupil's needs. These may include:

- Educational Psychologists (EPs)
- Working Together Team (WTT) Social and Communication (including Autism) Outreach
- Specialist Teaching Team (STT)
- Speech and Language Therapy Service
- BOSS (Emotional and Behavioural)
- Sensory Impaired Service
- Pupil Reintegration Team (PRT)
- Children Services- Social care
- Community Paediatrician
- Children and Young persons Nursing Team and Specialist Nurse Trainers
- Child and Adolescent Mental health Service (CAMHS)
- Family GPs
- Physiotherapy Service
- Occupational Therapy
- Team around the child (TAC)
- Lincolnshire Information Advice and support (Liaise)
- CASY- Counselling
- Healthy Minds
- Specialist settings eg: St Francis Special School
- ASK SALL – LCC Send Advice line
- Esco

Our Access and Disability Policy and all other school Policies can be found on our school website, following the link below

Appendix 4


Do you have a concern about your child?
Speak to your child's class teacher
Reasonable adjustments in class
Miss Wise (Pastoral Manager)
Early Help Assessment
Universal Services
Parenting courses
Healthy Minds
Early Help Worker
Team around the child (TAC)
Wellbeing check ins
Pastoral Support Plan (PSP)
VSEND
ASK SALL
Behavioural Support Service (BOSS)
Learning Mentor
ELSA
Drawing and Talking
Service family support
Wellbeing check ins
Mindfulness forest school
Lego Therapy
SENDCO
Additional support in school
ASK SALL
Specialist Teacher
VSEND
Working Together Team (WTT)
Still concerned about your child? Speak to Mrs Louth (SENDCO)
Community Paediatrics *
(Can take 1 year-18 months after a referral is made)
Autism Assessment (ADOS) *
(Can take 1 year-2 years)
Educational Health Care Plan (EHCP)
If your child has significant needs that are impacting their ability to learn, they may require an EHCP. In order to apply for an EHCP, your child must have accessed significant additional support and have supporting evidence from different outside agencies.
* Universal Services, WTT or BOSS must have been accessed before a referral is made.