

Bolton Primary School

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Introduction

Bolton Primary School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities and is designed to be inclusive. The ethos of the school is to offer each child an appropriate learning program.

Children may have Special Educational Needs or Disabilities (SEND) throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

All children, whatever their individual needs, are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best and become confident individuals living fulfilling lives and make successful transition into adulthood (SEND Code of Practice 2015)

Aims and Objectives

To identify students with SEND as early as possible.

To create an environment that meets the special needs of each student.

To ensure equal access to a broad, balanced and differentiated curriculum.

To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.

To encourage students to be fully involved and find pleasure in their learning and experience success.

To make clear expectations of all partners in the process and provision of SEND.

To ensure parents are kept informed and are engaged in communication about their Child's SEND.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

- School Admissions Code of Practice 2014
- SEND in the Early Help Process (<https://www.westmorlandandfurness.gov.uk/schools-and-education/special-educational-needs-send>)
- Governance handbook

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Areas of Special Educational Need

At Bolton Primary School, we will make provision for pupils with the following four kinds of need:

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health
- Sensory and/ or physical

Admissions

Bolton Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHCP.
- Adopting fair practice in accordance with the forementioned code for children without an EHCP
- Considering applications from parents of children who have SEND but do not have an EHCP.
- Not refusing admission for a child who has SEND as we feel we cannot cater for need.
- Not refusing admission for a child who has SEND and does not have an EHCP.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with special education needs. The Admissions Policy has due regard for the guidance in the Code of Practice.

Roles and Responsibilities

At Bolton Primary School provision for students with SEND is the responsibility of all members of staff, details of key roles are further outlined.

The SEND Governor

The SEND Governor is Kate Allison and can be contacted via the school office.

They will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Monitor and support the school in ensuring that :
 - the special educational provision called for by a child or young person's SEN and/or disability is delivered where possible
 - pupils with SEN and disabilities are not discriminated against, harassed or victimised.
 - annual information on the school's SEN and disability policy, arrangements for admission of pupils with disabilities and accessibility plans are published on the school's website.
 - a complaints procedure along with details about appealing to the SEND Tribunal are available.
 - arrangements are in place in school to support pupils with medical conditions.
 - there is a clear approach to identifying and responding to SEND.
 - record of the provision made for pupils with SEND are accurate and kept up to date.
 - resources are used appropriately to support the progress of pupils with SEND.

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupils progress during the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.
- Be responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with an EHCP.
- Inform the governing body of how the funding allocated to support SEND has been employed. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

The SENDCO

The SENDCO is Heather Lowthian and can be contacted via our school office.

They will:

- Be a qualified teacher working at the school.
- Achieve a national award in Special Educational Needs Co-ordination within three years of appointment.
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- Ensure the school keeps the records of all pupils with SEND up-to-date.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Funding

Bolton Primary School will allocate appropriately the amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Parents of pupils with an EHCP will be offered a personal budget for the additional support the child or family may need; this is allocated from the local authority's high needs funding block.

Local Offer

Bolton Primary School will co-operate with the local authority in reviewing the provision that is available locally and developing the local offer.

Identification of Special Educational Needs (SEN)

Bolton Primary School will monitor and assess all pupils' current skills and levels of attainment as part of the overall approach. We will assess new pupils on entry, building on information from previous settings and key stages where appropriate.

We will consider evidence that a pupil may have a disability under the Equality Act 2010.

We will seek to identify pupils making less than expected progress given their age and individual circumstances, characterized by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Graduated approach

Once SEND has been identified, we will identify the barriers to learning and put effective special educational provision in place. This takes the form of a four-part cycle:

- Assess
- Plan
- Do
- Review

Special Educational Needs Support

Interventions to meet Special Educational Needs may be delivered by:

- SEND support plan
- Early Help Assessment
- Education, Health Care Plan (EHCP)

SEND Support Plan

We will action a SEND support Plan when:

- The pupil makes little or no progress when weaknesses are specifically targeted.

- The pupil shows difficulty acquiring skills needed to access the curriculum.
- Communication and interaction difficulties despite provisions made.
- Emotional and Behavioural difficulties despite experience of the schools employed methods
- Sensory and physical difficulties despite provisions made.

Early Help Assessment

We will action an Early Help Assessment after discussions with parents, post review of the support plan when needing to seek further advice from external support services if:

- Over a period if the pupil is continuing to make little progress in the areas identified above.
- Communication/interaction difficulties continue to be a barrier to learning and the development of social relationships.
- Emotional and Behavioural difficulties interfere with ability to learn, despite a personalised plan.
- Sensory or physical needs require external support services by means of advice or equipment.

Education, Health and Care Plans (EHCP)

Requesting an Assessment

We will request a statutory assessment of SEND, after consultation with parents and the compilation of supporting evidence. If the intervention in place has indicated that despite Bolton Primary School taking appropriate and focused action, the pupil has not made the expected progress.

Bolton Primary School will respond to requests from the local authority for information relating to the Assessment within 6 weeks of receipt.

If the local authority decides not to issue an EHCP, we will review the feedback and assess how the pupil's outcomes can be met through the schools' existing provision.

Educational Health Care Plan

Bolton Primary School will respond to the local authority within 15 days if it is named on a pupils EHCP. The school will fulfil its duty to ensure that all those working with the pupil are aware of his/her needs and those arrangements are put in place to meet those needs.

Reviewing an EHCP

Bolton Primary School will:

- Assist the local authority in arranging and hosting the review meeting if requested.
- If requested to facilitate the meeting, we will invite the following persons: the pupils parent or the pupil; the provider of the relevant education/Headteacher; an officer of the authority; a health care professional identified; an officer of the authority who exercises the local authority's social services functions
- If requested to facilitate the meeting, we will obtain advice and information about the pupil from the people invited and circulate it to those individuals at least 2 weeks in

advance of the meeting.

- Prepare a written report following the review setting out recommendations or amendments to be made to the EHCP, including advice obtained.
- Ensure that a review of a pupils EHC Plan is undertaken at least 7 months before transfer to another phase of education.

Staffing and Partnership

The school undertakes regular audits of staff training needs as part of the Performance Management process, and meets these where possible, in conjunction with identified school priorities.

Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty.

At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feeling and knowledge of parents and encourage them to make an active contribution to their child's education.

Links with Other Schools

The SENDCO liaises with the SENDCOs of Appleby Grammar School, Ullswater Community College and Queen Elizabeth Grammar School to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Year 6 students or sooner if necessary. When students move to another school their records are transferred within 15 days of ceasing to be registered at Bolton Primary School.

Links with Other Agencies

The school works closely with all Specialist Teachers when identifying, assessing and making provision for special needs students. We aim to build up close relationships with those with whom we work on a regular basis, such as the Educational Psychologist and the Speech and Language Specialist. For children with an EHCP, advice may be sort from social care and health professionals.

SEN and Disability Tribunal

Bolton Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Data and record keeping

Bolton School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behavior and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Maintain details of additional or different SEN provision.



Success Criteria

The success of this policy is judged against the aims set out above. The policy is reviewed annually.

Signed (SEND Governor) **Kate Allison**

Signed (Headteacher) *R. Malone*

Date reviewed: May 2025

Date of next review: May 2026