# Special Educational Needs/Disability Policy (SEND)

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| **Signed by** | Mrs E Hodge (Headteacher) – 31/10/2026 |
| | Mrs K Edern (Chair of Governors) – 31/10/2026 |

This policy follows The Children and Families Act (2014) and SEND Code of Practice 0-25 (2015)

**SENDCo:** Miss E. Gent 01204 333614, gente@devonshire.bolton.sch.uk (NASENCo.)

**SEND Governor:** Marie Ahmad c/o office@devonshire.bolton.sch.uk

Policy Statement

**"Bringing out the best in everyone"**

Devonshire Road is a secure and nurturing environment in which all children, regardless of their need, achieve, rise to challenges and learn and grow with pride and confidence. We are committed to providing a high quality, inclusive education for all. All children access a broad, balanced and relevant curriculum. We strive to provide a learning environment which is flexible enough to meet the needs of all members of our school community and make appropriate adaptations where they are needed.

Aims of policy

- To ensure that, governors, headteacher, staff and other professionals perform their statutory duties, regarding pupils requiring special educational needs support.
- To ensure that every teacher is a teacher of every child - including those pupils requiring special educational needs support – utilising a 'whole pupil, whole school' approach to the management and provision for pupils.
- To identify and provide for pupils' special educational needs, working within the guidance of the SEND Code of Practice 2015.
- To ensure that pupils with special educational needs play a full role in the life of the school and access a broad, balanced and relevant curriculum including all of its enhancements and experiences.
- To have the highest aspirations and expectations of all pupils, including pupils with special educational needs.
- To ensure that the school works collaboratively with parents/carers, local authorities, health -care professionals, social care and other agencies to ensure that the needs of the young person are effectively identified and supported. We aim to create a 'team around the child'.
- To ensure that effective systems are developed, implemented and continuously monitored. Devonshire Road Primary School understands that a child's needs may change over time, and will ensure that these plans are adapted accordingly.
- To ensure that all staff maintain confidentiality.
- To review this policy annually.

Definition of SEND

The Children and Families Act 2014 section 20 defines that a young person requires special educational needs support when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is in addition to, or different from that generally made for others of the same age in mainstream schools.

The Code of Practice describes four broad categories of need:

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

While the four categories of need broadly identify the primary areas of need for children and young people, at Devonshire Road we identify the needs of pupils by considering the needs of the whole child. The Code of Practice refers to children who have SEND, but who do not have such needs that require an EHC plan, as receiving 'SEND Support'. These children will be listed on the SEND Register, and will remain on the register unless something changes for them meaning that they no longer need SEP.

Pupils will only be defined as requiring SEND support if they do not make adequate progress once they have received interventions, adjustments and quality-first, personalised teaching over two terms.

The Role of the Governing Board

Under The Children and Families Act 2014, governors will co-operate with local authorities in relation to carrying out our duties towards pupils requiring special educational needs support. Section 43 requires our school to admit pupils requiring special educational needs support where our school is named in an EHC plan. Section 66 states that governing boards must use 'reasonable adjustments' to ensure that special educational provision is made for a pupil. This is a direct legal duty and as such, our governing board will regularly monitor what is happening in school through termly meetings between the SENDCo. and the governors' Quality of Provision committee.

The governing board will make arrangements to provide for pupils requiring special educational needs support in school, including making sure that a policy for SEND is developed and implemented. Governors will ensure that a pupil requiring special educational needs support is enabled to participate as fully as possible in all aspects of school life and has access to a broad, balanced and relevant curriculum.

The governing board will ensure that sufficient staff have received suitable training, and are competent, before they take on responsibility to provide for pupils requiring SEND support. They will also ensure that staff have access to information, and other teaching support materials, as needed.

The Role of the SENDCo.

- Meet with nominated governors termly.
- Ensure that the policy is monitored and updated annually.
- Request statutory assessment towards an EHC plan and provide any necessary evidence and documentation.
- Ensure all provision listed in EHC plans is in place and is reviewed annually at the request of the local authority. The resulting report will be sent to the local authority.
- Nomination, training and monitoring of any designated key workers.
- Audit training needs of the staff and organise any necessary training.
- Bid for the SEND budget; purchase and allocate resources. Assess the impact of purchased resources.
- Complete the SEND report listing expertise available in school, how our school accesses specialist equipment or services, our approach to SEND and our admission arrangements. This will be published online and updated annually.
- Planning provision for pupils requiring special educational needs support, using a 'person-centred approach' with class teachers, support staff and external agencies.
- Hold Special Needs Review meetings termly with all staff.
- Use the local offer to ensure that pupils with SEND receive a full range of appropriate provision.

- Keep clear records of pupils with SEND, including provision, progress and outcomes, through the provision-mapping approach – audit provision, collect baseline data, set targets, measure progress and evaluate outcomes.
- Ensure provision is reviewed at least termly and parents/carers are informed.
- Managing the 'assess-plan-do-review' approach, using our graduated approach to pupils requiring special educational needs support.
- Work collaboratively with external agencies, monitor impact and cost.
- Complete, or arrange completion of, Early Help Assessment Forms (EHAF) for pupils requiring special educational needs support.
- Encourage a high level of engagement of parents/carers by being available at their request, on a termly basis, asking for their views through annual questionnaires, providing information and training.

The Role of Teaching Staff

Teacher Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', through consistent quality- first teaching. As part of their own professional development, teachers will keep abreast of current developments and request training as necessary.

Teachers will plan, deliver, monitor and assess all lessons, ensuring that all pupils make (at least) good progress. The teacher is accountable for progress of all pupils in their class, including pupils with special educational needs.

Teachers will direct teaching assistants to work effectively in lessons in ways that best achieve the outcome for the lesson. Teachers will ensure that pupils with special educational needs receive support from the members of staff with the most expertise – the teachers themselves – in the first instance. When planning, teachers will ensure that pupils requiring special educational needs support receive the majority of teaching from the class teacher, but may call on teaching assistants to support them additionally. Teaching assistants may provide pre/post-teaching and/or planned intervention. In this instance, the teacher will ensure that the teaching assistant is clear of the expected outcome of the session, and the teacher will then monitor the impact of the session provided by the teaching assistant.

Teachers will meet with parents/carers as necessary and complete all documentation necessary as part of our graduated response to pupils requiring special educational needs support.

Teachers will maintain, update and implement pupil plans for pupils in their class, detailing evidence of progress, according to the outcomes described in the plan. This will be done at least termly. Progress of pupils requiring special educational needs support is shared at Pupil Progress Meetings and at special needs review meetings.

The Role of Support Staff

Alongside teachers, support staff are in school for all pupils, and therefore respond to the strengths and needs of all pupils. Teaching assistants will work with teachers to meet the needs of individual pupils, support the delivery of lessons, and work with individuals and groups of children, at the direction of the teacher, ensuring that children achieve the expected outcomes of the lesson.

The Role of Pupils with Special Educational Needs Support

Children can often be best placed to provide information about how their barriers to learning affect them. They will be fully involved in discussions (as appropriate and as much as possible) about their provision, and contribute as much as possible to the development of, and compliance with their provision.

The Role of Parents/Carers

Our school aims to promote high engagement with parents/carers. Parents/carers will provide the school with sufficient and up-to-date information about their child's needs. They may, in some cases, be the first to notify the school that their child has a barrier to learning or that a child's need has changed. Parents/carers are key partners, and will be involved in the development and review of their child's provision, and meet with staff as part of our graduated approach. They will be involved in the drafting and implementation of EHCPs or Individual Health Plans. They should carry out any action they have agreed to as part of its implementation.

The Role of Local Authorities

Local authorities (LAs) must ensure that all pupils with special educational needs receive education or training to 'achieve the best possible educational and other outcomes' (Children and Families Act, Section 19). When requested, the LA are responsible for carrying out a statutory assessment of a child with SEND and must respond within six weeks of the request. The LA will request information from a range of sources, including parents/carers, educational psychology, speech and language therapy and other relevant agencies, and decide whether an Education and Health Care (EHC) plan should be issued. If issued, the EHC plan will be finalised within 20 weeks of the initial request. Once the EHC plan is finalised, the LA will ensure that specified provision is secured, as this is a legal entitlement.

The local authority will publish the 'local offer', listing all provision available for pupils requiring special educational needs support in our authority along with eligibility information. The Local Offer can be found at:

Home – SEND Local Offer

The Devonshire Road Primary School Offer

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Management Team within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed.

Parents and carers are able to discuss their child with either the class teacher, the SENDCo. or the Senior Leadership Team. We have an open door policy and formal parent/carer evenings are held in October and March.

How will school staff support my child?

- All children are provided with 'Quality First Teaching'

• The school SENDCo. has regular contact with the Educational Psychologist, Woodbridge SEND Service, Speech and Language Therapist and the local authority inclusion officer and any child needing support will be identified to the relevant professionals and given any support necessary.

• If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral and an individual programme of study will be written by the Speech and Language therapist and delivered by a trained TA.

• Children identified as needing extra support will have interventions put in place and reasonable adjustments will be made to the provision they receive, including the environment.

• Some children may require further support and interventions delivered by outside agencies such as the Bloom Wellbeing, Speech and Language Therapy, Woodbridge SEND Service, Occupational Health, physiotherapists or the Sensory Support Team.

On-entry Identification of Barrier to Learning

Devonshire Road Primary School is an inclusive community, that aims to support and welcome pupils requiring special educational needs support. We understand that we have a responsibility to make the school welcoming and supportive to these pupils who currently attend and to those who may enrol in the future.

On entry to school, parents/carers will be asked to complete the admission forms. Parents/carers are asked to give as much information as possible.

Our Graduated Approach to SEND Support

Teachers use quality first teaching, utilising support from teaching assistants, subject leaders and SENDCo, to provide for all pupils. If a child is not making expected progress:

- The class teacher uses their professional judgement and makes additional provision for the child within the classroom. At this point, the class teacher will discuss any concerns with the parents/carers.

- If the pupil continues to raise concerns, the class teacher meets with the appropriate DHT/SENDCo., completing an initial concern form and the pupil receives appropriate interventions and booster sessions. Again, at this stage, class teachers ensure that parents/carers are informed. We will monitor this over a term.
- An individual provision map is put in place when additional strategies (above and beyond the provision for the rest of the class) are in place for that child.
- If these prove unsuccessful, the team around the child may look to make referrals to external agencies such as Woodbridge SEND, the Educational Psychologist or Speech & Language Therapy. This will be done by completing relevant referrals, and sometimes it might be appropriate to complete an Early Help Assessment Form (EHAF) with parents/carers, class teacher and SENDCo. Further interventions and adjustments are then put in place and recorded on an individual provision map. The pupil plans are monitored and reviewed termly (using the assess-plan-do-review approach). Class teachers (and SENDCo. if appropriate) meet with parents/carers to share information about progress towards outcomes.
- If appropriate progress is not being made during the following two terms, and the pupil meets the criteria for High Needs Funding, as set out by Bolton LEA, an EHC Plan will be requested (See the Role of the Local Authority).

Once a pupil meets age-related expectations for two terms, or if accelerated progress has been achieved, the SENDCo. may decide to remove the child from the SEND register following discussions with the parents/carers, pupil (where appropriate) senior leadership team and class teacher.

<u>Education, Health and Care Plans (EHCPs)</u>

The Education, Health and Care Plan (EHCP) puts children, young people and families at the very centre of the assessment and planning process, to make sure that their views are not only heard but understood. This is called person-centred planning and aims to increase child and parent/carer choice and control. This process focuses on what is important for children and young people – what they, and you, want to achieve now and in the future. Young people and families help to design the plan.

The EHCP is for children and young people who have special educational needs and disabilities, and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to the age of 25.

Storing and Managing Data

Devonshire Road Primary School has procedures in place to ensure that pupil data is collected, stored and processed in line with the requirements of The General Data Protection Regulation (GDPR) May 2018. Under this legislation, parents/carers and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or to be given access to your child's educational record, contact Ms. K. Branagan, School Business Manager, by email branagank@devonshire.bolton.sch.uk or by telephone on 01204 333614.

All documents are stored securely. All confidential documents held electronically are stored within the 'secure' drive of the school's database. In addition, information is held within the SIMs database, access to the SEND section of pupils' records is restricted to authorised personnel.

Under no circumstances are staff permitted to save any electronic documents to a pen drive. In addition, hard copy documents must not be removed from the school premises unless they are being passed to an authorised agent. In this circumstance, documents are

personally hand delivered and a transfer of records form will be signed.

Complaints

If parents/carers are unhappy with the SEND support provided for their child, they should refer to the school's Complaints Procedure which is published on the website. These can also be referred to the Department for Education if the complaint falls within the scope of sections 496/497 of the Education Act.