HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

SEND Policy

Headteacher

Mr. M. Cockcroft

September 2026

BE POSITIVE ***BE PROACTIVE*** ***BE PROUD***

Heap Bridge Village Primary School

Special Educational Needs Policy

Compliance:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) (2013)
- The Special Educational Needs and Disability Regulations (2015)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Children and Families Act (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2021)

This policy was created by the Special Educational Needs Coordinator (SENCo), in consultation with the Senior Leadership Team (SLT), governors and staff. The policy has taken into account the feedback the school has received from parents and pupils.

At Heap Bridge Village Primary School, Mrs K. Collingwood is the SENCo and Deputy Head of the school. She is a member of the school's Senior Leadership Team and completed the National Award for SEN (NASENCo) in March 2013.

Mrs Collingwood can be contacted via:
Heap Bridge Village Primary School
Heap Brow
Heap Bridge
Bury
BL9 7JP

Telephone: 0161 7645686
Email: kcollingwood@heapbridge.rochdale.sch.uk

In the absence of the SENCo enquires should be directed to Mr M. Cockcroft, Headteacher.
Email: head@heapbridge.rochdale.sch.uk

Special Educational Needs (SEND Code of Practice 2014)

A definition:

- A child or young person has SEN 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 or 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 or mainstream post-16 institutions.

Disabled children and young people (SEND Code of Practice 2014)

A definition:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability;
- They **must** make 'reasonable adjustments,' including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Mission Statement / Aims and Objectives

"Working Together, Learning Together"

Introduction

At Heap Bridge Village Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad and balanced curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We are determined to meet the educational needs of all our pupils.

We recognise that **all** teachers are teachers of Special Educational Needs and Disabilities (SEND). We recognise that it is the teacher's responsibility to meet the needs of all children in his/her class through their classroom organisation, adaptive teaching strategies, resources and teaching style. However, if a child does not make adequate progress through the focused differentiation and support he/she receives, then the child may be identified as having special educational needs.

We will give these children individual consideration and make special provision for them, working in partnership with others as necessary. Our intention is that the needs of all children are identified and met as soon as possible. All children, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum and all activities of the school. Children with special educational needs will be encouraged to become independent and take responsibility within the school.

This policy ensures that our curriculum planning and assessment of children with special educational needs takes into account the varying nature and extent of the difficulty. It also sets out the graduated nature of our response and support in accordance with the SEND Code of Practice, 2014.

Aims

The purpose of Heap Bridge Village Primary School's approach to SEND is in raising the aspirations and expectations of all pupils with SEND. We endeavor to make every effort to achieve maximum inclusion of all pupils whilst meeting pupil's individual needs.

The aim of our SEND policy and practice are:

- To reach high levels of achievement for all;
- To be an inclusive school;
- To meet individual needs through a wide range of provision;
- To attain high levels of satisfaction and participation from pupils, parents and carers;
- To share a common vision and understanding with all stakeholders;
- To give transparent resourcing to SEND;
- To provide curriculum access for all;
- To work towards inclusion in partnership with other agencies and school;
- To achieve a level of staff expertise to meet pupil need.

Objectives

- **Staff members seek to identity the needs of children with special educational needs as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to a child's entry into the school;
- **Monitor the progress of all children** in order to aid the identification of children with special educational needs. Continuous monitoring of these children by their teachers will help to ensure that they are able to reach their full potential;
- **Make appropriate provision to overcome all barriers to learning and ensure children with special educational needs have full access to the National Curriculum.** This provision will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and children's needs are catered for;
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress;
- **Work with and in support of outside agencies** when a child's needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Children's Speech and Language Therapy, Children's Occupational Therapy, Mental Health Support Team, Child and Adolescent Mental Health Services (CAMHS), Rochdale Additional Needs Service (RANS) and the Community Paediatric Service.
- **Create a school environment where children can contribute to their own learning.** This means encouraging relationships with adults in school whereby children feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all children at regular intervals. The school encourages pupil participation in additional social development and skills based activities such as School Council, residential visits, school productions, pupil leadership roles and sports teams.

Identifying Special Educational Needs

The SEND Code of Practice describes the four broad categories of need as:

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

The school, in accordance with the SEN Code of Practice believes the following are not SEN, but may impact on progress and attainment:

- Disability;
- Attendance and Punctuality;
- Health and Welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a cared for child;
- Being a child of a serviceman/woman.

A Graduated Approach to SEN Support

Quality First Teaching: 'The baseline of learning for all pupils'.

We deliver the National Curriculum and the wider curriculum, e.g. social and emotional development; speech, language and communication, through a range of adaptive teaching strategies. This approach ensures staff continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Not all children learn in the same way and therefore need to be taught in different ways. All children will receive help through adaptive teaching but if a child does not make adequate progress the school will do more to help. All staff are responsible for identifying children with special educational needs. The SENCo will work with staff to ensure that those children who may need additional or different support are identified at an early stage. The progress made by all children is monitored and reviewed. Children are only identified as having special educational needs if additional or different action is being taken.

The process we use in identifying and managing children with special educational needs is as follows:

Observation & Monitoring (M)

a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
b) Once a child has been identified as possibly having special educational needs they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied;
d) The SENCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class;
e) Through (b) and (d) it can be determined which level of provision the child will need going forward;
f) If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary;
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school;
h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents;
i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support (K)

The SEND Code of Practice identify a single category of SEN Support. Within this category there is a graduated response approach at Heap Bridge Village Primary School which is identified as:

- 1st Response: Access to quality first teaching and ordinarily available provision;
- 2nd Response: 'Monitoring' which identifies concerns and the pupil is closely monitored;
- 3rd Response: If little progress is being made, despite a range of adaptive strategies, then the class teacher or SENCo will discuss the concerns with the child's parent and the child may be placed on 'SEN Support';
- 4th Response: If external agency support is required and a range of targeted interventions are needed then an SEN Support Plan will be introduced at this stage;
- 5th Response: If the child continues to demonstrate significant cause for concern, a request for an assessment for an Education, Health and Care Plan will be submitted to the local authority.

The aim of formally identifying a child with special educational needs is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **Assess, Plan, Do, and Review.** This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and, or, behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teachers remain responsible for working with the child on a day-to-day basis. Teachers will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Class teachers will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCo will provide support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support.

Review

Reviews of a child's progress will be made regularly (at least termly). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan can be made at any time.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Pupils;
- Parents;
- Teachers;
- SENCo;
- Social Care;
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (E)

a) Following statutory assessment, an EHC Plan will be provided by Rochdale Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for 'Exiting' the SEND Register

If a child with special educational needs is making good progress, in line with school expectations, and no longer requires any support that is additional to or different from their non-SEND peers then the decision to remove a child from the SEND register will be considered. The child will continue to be monitored by the class teacher, SENCo and senior leadership team for at least one full term to ensure that no further intervention is required. The SENCo will meet with the child's parents to agree the removal of their child from the SEND register.

Supporting Pupils and Families

Heap Bridge Village Primary School is committed to providing high quality support to students and their families. For further information on how the school supports individual children and their families, please refer to the SEND Information Report provided on the schools website: www.heapbridge.co.uk.

Admissions

The currently agreed admissions policy of the governors makes no distinction as to children with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of children with an EHC Plan, the Headteacher and SENCo will work closely with the local authority (LA) named officer in coming to a decision about the most appropriate provision for the child. No child can be refused admission solely on the grounds that s/he has special educational needs. The Headteacher, SENCo and early years leader will work closely with the area SENCo of feeder pre-schools and nurseries in coming to a decision about the most appropriate provision for children with special educational needs.

Supporting Pupils with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Relevant and up to date policies on medical conditions and first aid can be found on the school's website or requested through the school's office.

Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is information is collated through parent and pupil questionnaires, SEND review meetings, parents' evenings and pupil progress meetings with staff.

SEND provision and interventions are recorded on class intervention maps and individual SEN Support Plans, which are reviewed and updated termly. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated by class teachers and the SENCo and information is fed back to staff, parents and governors. This helps to identify whether provision is effective.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake relevant training and development. An annual needs analysis is undertaken by the SENCo to identify the training needs of staff in conjunction with the review of the SEND Policy and individual staff performance management. Staff are encouraged to discuss requests for further training in SEND with the SENCo.

The school provides opportunities for shared good-practice initiatives through lesson observations by colleagues and by contributions to INSET sessions during professional development meetings or other designated times. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children and classes.

Roles and Responsibilities/Co-ordination of Provision

Provision for pupils with special educational needs is a whole school priority.

1. Governing Board

The Governing Board has due regard to the SEND Code of Practice when carrying out its duties toward all children with special educational needs. The Governing Board endeavours to secure the necessary provision for any child identified as having special educational needs and ensure that all staff are aware of the importance of providing for these children. Governors make sure parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Board has identified a governor (Mrs L. Hansom), to have specific oversight of the school's provision for pupils with special educational needs.

2. The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher keeps the governing body fully informed and works closely with the school's SENCo.

3. School Staff

All teachers are teachers of children with special educational needs and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with special educational needs.

Class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants.

All staff can access:

- The Heap Bridge Village School SEND Policy;
- A copy of the SEND Register;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupils' special educational needs, including pupil profiles and SEN Support Plans;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Rochdale's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all children with special educational needs and their requirements which will enable them to provide for the individual needs of all children.

4. Special Educational Needs Co-ordinator (SENCo)

The key responsibilities of the SENCo include:

- Taking overall responsibility for the effective management of children with SEND;
- Delivering effective and efficient support, advice and training to colleagues and facilitate inclusive education;
- Ensuring effective systems are in place to identify pupils with Special Educational Needs and/or Disabilities;
- Ensuring effective management systems are in place, including deployment of staff and monitoring;
- Managing and overseeing all additional support given to children with SEND;
- Ensuring that the special educational needs of individual children are met within an inclusive and adaptive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice and Disability Discrimination Act;
- Setting up systems for identifying, assessing and reviewing special educational needs and maintaining an up-to-date provision map;
- Sharing good practice and helping staff with planning to meet the needs of individual children;
- Working within classrooms, supporting teachers and support staff to develop teaching strategies, approaches, specialist materials and resources to support pupils with additional needs;
- Setting targets for raising achievement among pupils with special educational needs;
- Liaising with school staff and other agencies to advise on specific strategies and specialist equipment for individual pupils;
- Assessing, reporting and recommending access arrangements in tests and examinations as appropriate to pupils' individual needs;
- Monitoring and evaluating pupil progress and reporting to the Headteacher and Governing Body.
- Organising annual reviews for all pupils with Education Health Care Plans and ensuring there is a pupil-centred approach;
- Organising termly reviews and coordinating support for pupils with Education Health Care Plans and children at SEND support level;
- Ensuring parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
- Playing a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

Support Services/Outside Agencies

The school continues to build strong working relationships and links with external support services in order to fully support our children with special educational needs and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a child. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Storing and Managing Information

Information relating to children with Special Educational Needs and Disabilities (SEND) is processed and stored in strict compliance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, as well as the school's Information Management and Confidentiality Policy.

Confidential physical records are securely stored in locked cupboards within the Headteacher's office. All electronic records, intervention maps, and SEN Support Plans are stored on secure, role-restricted, and password-protected management systems. Data is regularly backed up using encrypted and password-protected infrastructure to ensure confidentiality, integrity, and security. Access to SEND documentation is restricted strictly to authorised members of staff directly involved in the child's education and care.

Complaints Procedures

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint.

Working in Partnership with Parents

Heap Bridge Village Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- Continuing social and academic progress of children with special educational needs;
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENCo may also signpost parents of children with special educational needs to SENDiass where specific advice, guidance and support may be required.

If an assessment or referral indicates that a child has additional learning needs the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up-to-date and consulted on any points of action drawn up in regards to the provision for their child.

Reviewing the Policy

Our SEND policy is subject to a regular cycle of monitoring, evaluation and review. Our Governing Body considers and reports on the effectiveness of the school's work on behalf of children with special educational needs.

The following are critical success factors considered when evaluating the effectiveness of the SEND policy:

- The culture, practice, management and deployment of resources in school are designed to ensure that the needs of all children are met;
- Any child's special educational needs are identified early;
- The wishes of the child are taken into account;
- Educational, health and social care professionals and parents work in partnership;
- The interventions for each child are reviewed regularly.
-

Date: September 2026

Review Date: September 2027

Marcus Cockcroft (Headteacher) M Cockcroft.

Steven Tobias (Chair of Governors) S. Tobias