

Special Educational Needs and Disability (SEND) Policy

2025-2027

Lowerplace Primary School
Special Educational Needs and Disabilities (SEND) Policy
(Aligned with Rochdale Local Authority)

Reviewed: 08-07-2025

Next Review Due: 08-07-2027

SENDCo: Paul Mason

Headteacher: Karen Martin

Approved by Governing Body:

1. Policy Aims

Lowerplace Primary School is committed to ensuring that all children, including those with special educational needs and/or disabilities (SEND), receive a high-quality education that is inclusive, equitable, and supportive of individual needs. We aim to:

- Identify SEND early and implement support quickly.
 - Work in close partnership with parents, carers, and external agencies.
 - Provide a safe, nurturing environment where every child can thrive.
 - Follow Rochdale's graduated approach to SEND support and intervention.
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2. Legal and Local Framework

This policy is based on the following legislation and statutory guidance:

- Children and Families Act 2014 – Link
- SEND Code of Practice (2015) – https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- Equality Act 2010 – (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>)
- SEND Regulations 2014 – Link

Rochdale Local Offer – Rochdale SEND Local Offer

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/home.page>

- Raising Rochdale Strategy (2023) – Raising Rochdale Strategy
- Rochdale OAP toolkit-[Our Rochdale | Ordinarily Available Provision](#)

3. Definition of SEND

A child has SEND if they:

- Have a learning difficulty or disability significantly greater than their peers; or
- Have a disability which makes it harder to access standard educational provision.

This includes needs in one or more of the four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

The school shares the principles that are set out in the Code of Practice 2014.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents or guardians
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

(SEN Code of Practice 2014)

SEN encompasses a wide range of needs and difficulties which may include one or more of the following:

- Cognition: understanding and ability to reason/make links between learning
- Learning delay: difficulty with reading, writing, spelling, numeracy skills etc.
- Sensory difficulties: hearing or visual impairment
- Physical difficulty: gross and fine motor skills
- Speech and Language development
- Social skills/interaction
- Emotional and behavioural difficulties
- Medical difficulties linked to any of the above

In addition to this, at Lowerplace we recognise that attainment and progress can also be effected for children who have:

- Disability
- Poor attendance and punctuality
- Poor health and welfare
- EAL (English as an Additional Language)
- Pupil Premium status
- Looked After status
- A parent who is a serviceman/woman

- Poor behaviours

It has to be acknowledged that some children with SEN may also be a member of these categories.

4. Rochdale Graduated Approach

We follow Rochdale's recommended graduated model of support:

Stage 1 – Early Identification

- Regular assessments and teacher observations.
- Use of classroom-based support and adapted teaching.

Stage 2 – SEN Support

- Targeted interventions based on child's profile.
- Use of the SEND Register.
- Consultation with parents and support services (e.g. RANS, SALT, and Educational Psychology).

Stage 3 – EHCP Request

- For pupils with long-term, complex needs.
 - Multi-agency involvement in coordinated planning and provision.
 - Annual reviews as per legal requirements.
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5. Roles and Responsibilities

- SENDCo: Oversees SEND provision, coordinates with professionals, manages EHCPs, and maintains SEND register.
- Class Teachers: Responsible for day-to-day teaching, interventions, and liaison with parents.
- SLT & Head teacher: Ensure resourcing, compliance, and inclusion.

- Governing Body: Monitors implementation of SEND provision and policy.

6. Partnership with Parents

Lowerplace values strong communication with families. We offer:

- Termly review meetings
- Access to Rochdale's SENDIASS via the SEND Advice Line (Advice Line Info)
- Clear information about referrals, EHCPs, and the Local Offer

7. Working with Rochdale LA Services

We work closely with Rochdale LA and services including:

- RANS (Rochdale Additional Needs Service)
- CAMHS and Healthy Young Minds
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Occupational Therapy and Social Care
- SENDIASS / Family Support via the Local Offer

8. Access and Inclusion

We comply with the Equality Act 2010, and our Accessibility Plan ensures:

- Inclusive classroom environments
- Physical access to all areas of the school
- Assistive technology and specialist resources where appropriate

Our school is accessible for pupils with physical disabilities and is committed to improving further.

9. Monitoring and Review

SEND provision is monitored through:

- Pupil progress tracking
- SEND reviews (termly and annual for EHCPs)
- SEND Governor Meetings
- Parent and pupil feedback

We use the following categories:

- **'Cause for Concern Referral' (C)** – We can class children as a Cause for Concern' if we feel that we are concerned about any area of learning and we then put in place various interventions and monitor their effectiveness. Referrals can be made to outside agencies. These concerns are referred into the Inclusion Team through a referral form which is shared with parents and carer's.
- **'SEN Support' (K)** – If a child has received targeted support and we still feel that issues remain the SENDCo will meet with parents and discuss the possibility of additional provision and interventions. These will then be put into place and reviewed depending on the timescale agreed on with parents, teaching staff and SENDCO.

- **‘Educational Health Care Plan (EHC)’ (E)** – For those children with severe and complex needs a decision can be made to place a formal request in to the Local Authority to be assessed for and EHC Plan (‘My Plan’ in Rochdale). If the plan is created then we set up an EHC Support Plan which sets out the current outcomes and provision that is being worked on.

10. Complaints Procedure

If a parent is concerned about SEND provision:

1. Speak to the class teacher in the first instance
2. Contact the SENDCo.
3. Escalate to the Head teacher.
4. If unresolved, raise the matter with the SEND Governor.
5. Further complaints can be made to Rochdale LA or through SEND Mediation services.

See Lowerplace SEND Page for further details.

11. Transition Support

We support smooth transitions by:

- Liaising with nurseries, high schools, and other settings.
- Organising enhanced transition visits for pupils with SEND.
- Preparing personalised transition booklets where applicable and pupil passports.

12. Staff Development

All staff receive regular training in SEND-related areas, including:

- Autism awareness
- Dyslexia strategies
- De-escalation and behaviour support
- Speech and language support
- Mental health and trauma-informed practice

Training needs are identified through staff appraisal and LA updates.

13. The Local Offer

Lowerplace supports families to access the Rochdale Local Offer, which provides information on services available across education, health and care for children with SEND:

Rochdale Local Offer Website

14. Review of Policy

This policy is reviewed bi-annually by the Headteacher, SENDCo and SEND Governor, in consultation with Rochdale LA guidance and parents.

Signed:

Headteacher: _____

Chair of Governors: _____

Date: _____

Appendix 1

A Graduated Approach to SEN Support

In the new SEND Code of Practice the categories of School Action and School plus have been replaced by a single category called SEN Support. We use our Quality First Teaching strategies for different forms of SEND and then evaluate the effectiveness.

Each class teacher is responsible for the progress of any child with SEN in their class, but they have support from the SENDCO, SLT, their Phase Leader and Key Stage colleagues. Opportunities to discuss support is further provided through Pupil Progress Meetings, Phase meetings and through the SENDCO.

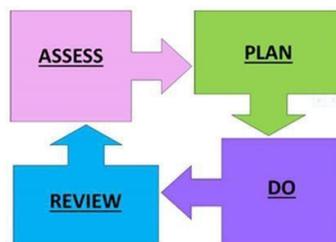
Where a pupil is identified as having Special Educational Needs, to enable the pupil to participate, learn and make progress we take action to:

- Remove barriers to learning
- Put effective special educational provision in place

SEN Support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



At Lowerplace, we also have an Inclusion and Welfare Team who help support the needs of children by providing additional support through a range of interventions and additional provisions.

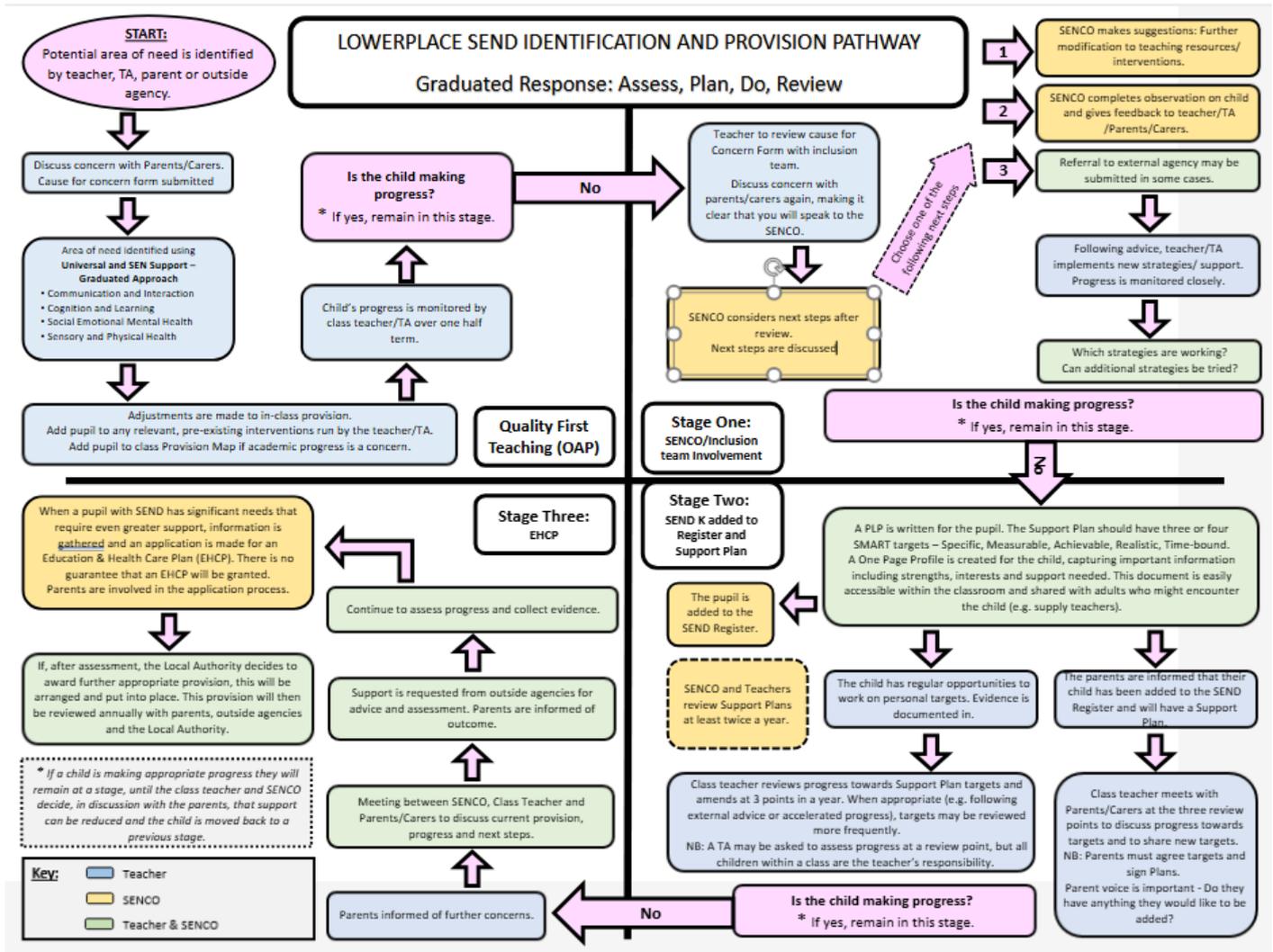
The graduated approach starts at a whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children to ensure each child achieves their potential. However, where a possible special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individual assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning;
- Continual reflection on approaches to meeting the pupil's needs, leads to a growing understanding of the barriers to and the gaps in the pupil's learning. This may lead to a child receiving additional support through group or individual interventions;
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this supportive process, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. (Code of Practice, 2014: 1.24

Lowerplace SEND identification and provision pathway



The class teacher will:

- Ensure that the child's needs are met through appropriate adaptation, use of resources and teaching strategies in the classroom setting
- Monitor, evaluate and review the child's progress and discuss this with parents and the SENDCo
- Liaise with any multi-agencies involved with the child, supported by the SENDCo as requested
- Inform the SENDCo of any resources, additional support or CPD required to continue meeting the child's needs
- Work directly with vulnerable children as much as any other child during the week
- Provide positive support for any intervention programme
- Organise TA support in the classroom to maximum effect
- Liaise with any SEN Champions

The SENCo will:

- Give advice on adaptation, resources and teaching strategies
- Address staff training needs
- Support the class teacher in liaison with parents
- Be accountable for reporting to the Headteacher, governing body and Local Authority on matters linked to SEN

Referral for Statutory Assessment

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- SEN Support Plan.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals

Supporting Pupils with Medical Conditions

The school recognises that pupils 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.

Some may also have SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See the school's Medical Conditions Policy for more information.

