

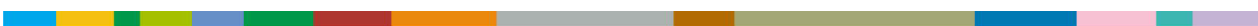


Special Educational Needs and Inclusion Policy

A handwritten signature in black ink, appearing to read 'A. Jones'.

November 2024
To be reviewed March 2026

Bolton
Council



At St Thomas's the Staff and Governors believe that:

- Each child is a valued member of the school community.
- It is the right of each child to receive education appropriate to their needs, with full access to the National Curriculum.
- Each child is given the opportunity and encouragement to do their best.
- The partnership between child/parent or carer/ teacher/school is encouraged and developed.
- There is a co-operative and unified approach to children with Special Educational Needs.
- Children with Special Educational Needs are identified at an early stage in their school life through assessment procedures.
- All members of staff, both teaching and support staff are aware of the importance of providing a secure and stimulating environment for all children, including those with Special Educational Needs

Some children have barriers to learning that mean they have Special Needs and require particular action by the school.

Special Needs provision is that which is **additional to or otherwise different from the educational provision made generally for children** in maintained schools other than special schools in the areas of Bolton LA.

All teachers are teachers of children with special educational needs.

A child has special educational needs if he/she has a learning difficulty that calls for special educational provision to be made for him/her. In determining whether a child should be placed on the SEN Register the school will consider the child's need in each of the following areas;

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

Although the following areas are not considered as special needs, they may present as possible barriers to learning and therefore impact on progress and attainment.

- Disability
- Attendance and Punctuality
- Health & Welfare
- English as an Additional Language
- Free School Meal Entitlement
- Children Who Are Looked After
- Identified Behaviour Needs (not linked to Social, mental & emotional category)

Behavioural difficulties are not included in the Code of Practice. Assessments should determine if any causal factors are underlying the behaviours (e.g. undiagnosed learning difficulties, speech and language difficulties, mental health)

Aims

1. To enable all children to gain access to their entitlement to a broad, balanced, relevant and differentiated curriculum.
2. To identify early any difficulties which a child may experience and make appropriate provision to meet those needs.
3. To build on the positive attributes of each child in partnership with parents.
4. To help each child to develop with confidence and to achieve a high level of self-motivation and self-esteem.
5. To ensure every child feels nurtured and supported to achieve their full potential.

6. To ensure that each child is valued as an important member of the school community and along with their family, are involved in decisions affecting their future Special Educational Needs provision.

Objectives

1. To work to the guidelines set out in the SEN Code of Practice January 2015.
2. To ensure that all teachers make provision for children with special needs, ensuring full access to the whole curriculum.
3. To ensure regular assessment, planning, delivery and reviewing of progress.
4. To ensure regular liaison between the school and other professionals involved in SEN. e. g. Ladywood Outreach service (Special Educational Needs Inclusion Advisory Teachers), Speech & Language (SALT), Educational Psychologists, Social Care Workers, School Nursing Team and Behaviour Support.
5. To establish and maintain a working partnership between the child, home, teacher and school.
6. To provide support and advice to all staff working with SEND pupils.

Educational Inclusion

In our school we have high expectations of all our children. We aim to remove barriers to learning and encourage full participation in all aspects of school life. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- Teachers respond to children's needs by:
 - Providing support for children who need help with communication, language and literacy;
 - Planning to develop children's understanding through multi sensory experiences;
 - Planning for children's full participation in learning, and in physical and practical activities;
 - Helping children to manage their behaviour and take part in learning effectively and safely;
 - Helping individuals to manage their emotions and take part in learning.

Roles and Responsibilities

The Role of the SENCO

The SENCO will:

- work with the head teacher and governing body to determine the strategic development of the policy
- assess the impact of the policy by monitoring and tracking progress
- identify areas of improvement through the scrutiny of teacher's planning, observations, pupil response and output and regular analysis of teacher assessments
- co ordinate provision for children with SEN
- liaise with & advise teachers on SEN provision
- work closely with parents in support of their child's special need
- manage Special Needs Assistants with SEN responsibilities
- co ordinate the record keeping of all children with SEN
- contribute to the in-service training of staff
- liaise with external agencies

The Governing Body will:

- ensure that necessary provision is made for any pupil who has SEN
- ensure that a responsible 'named' member is identified to monitor SEN provision
- ensure that SEN pupils are fully involved in school activities as is reasonably practical.
- ensure that parents are notified and agree to SEN provision made for their child
- report to parents on the implementation of the school's policy for pupils with SEN
- have regard to the New Code of Practice when carrying out its responsibilities.

- be fully involved in developing and reviewing SEN policy.

The Head Teacher will:

- be responsible for the day to day management of provision for children with SEN
- keep the governing body fully informed about SEN within the school
- work closely with the SEN Co-ordinator (SENCo)
- ensure that the school has clear strategies for working with parents, and that these strategies encourage involvement in their child's education.

Evaluation

The school will aim to use performance data to analyse the success of the policy through the evaluation of achievement and progress of SEND pupils and movement on/off the SEND register.

Parent Partnership

The school considers parents of SEN pupils as valued partners in the process. Depending on age & appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes which affect them. From the earliest identification of concern, parents will be involved in any decisions made concerning the provision for their child's individual needs and in reviewing the provision.

Links with other mainstream schools

The school will make every effort to ensure all information regarding pupils with SEN is passed on as early as is possible. Transition arrangements include visits and meetings with relevant staff to share information.

Complaints Procedure

Parents who are dissatisfied with the SEN provision for their child should discuss the matter with the SENCo and then the head teacher. If still dissatisfied, parents would have the right to address the School's SEN Governor for consideration of their case by the Governing body.

SEN Code of Practice 2015

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

The Code of Practice states that pupils are only SEN if they do not make adequate progress once they have had all the intervention and adjustments and good quality personalised teaching (page 72)

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching

- The Code of Practice (2015) covers the 0-25 age range
- There is a clearer focus on the views of children and young people and on their role in decision-making
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) will replace statements and Learning Difficulty Assessments (LDAs)
- There is new guidance on the support pupils and students should receive in education and training settings
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- From 1 September 2014 the provisions of the Children and Families Bill, its associated regulations and the Code of Practice will be in force. Transitional arrangements will be in place to support the changeover from the current system to the new system.

Schools

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Wave One

Teachers provide high quality teaching, differentiated for all pupils. Teachers should set high expectations for

every pupil and aim to teach them the full curriculum, whatever their prior attainment.

The quality of teaching for all pupils, including those with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and professional development for all teaching and support staff.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Wave Two

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is provided.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. The provision, appropriate evidence-based interventions will be shared with and agreed by parents and put in place. Support will be planned and reviewed by the class teacher, along with parents, SENCOs, and, where appropriate, the pupil themselves. Plans for the use of support should relate to a clear set of expected outcomes.

Wave Three

Once the special educational need is identified, four types of action take to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. This includes regular review of the progress made and adaptations to the support provided as required.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. (The Local Offer for school outlines the relevant specialist services)

Where a pupil is receiving SEN support, school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

The provision made for pupils with SEN is recorded and kept up to date. The evidence of the support in place for SEND pupils and the impact of that support on their progress is monitored by the SENCo. The quality and appropriateness of the overall provision will be regularly reviewed and its impact on SEN pupils monitored. When progress improves and it is appropriate to do so, support will be gradually withdrawn and outcomes monitored. Pupils would then be removed from the SEN register although monitoring would continue to ensure appropriate progress is maintained.

When progress does not improve, even with additional specialist support from the appropriate outside services, additional funding and support from the High Needs category may be needed. All involved parties would agree on this next steps process.

Early Years

Early years practitioners must review progress, and provide parents and/or carers with a short written summary of their child's development.

Early years settings should adopt a graduated approach: a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency, to identify the best way of securing good progress.

Funding for SEN Support

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from the whole of its budget.

School is not expected to meet the costs of more expensive support from their core funding. It is expected to provide additional support which costs up to a nationally prescribed threshold per pupil/student per year.

Assessments and Education, Health and Care plans

The majority of children and young people with SEN will have their needs met within local mainstream schools.

A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

Requesting an assessment

An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school.

Considering whether an assessment is necessary

Following a request for assessment, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person. Local authorities must also gather advice from relevant professionals. It must take no more than 20 weeks.

Decision not to issue an EHC plan

Following assessment, if the local authority decides that a statutory EHC plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks.

What are implications for LA and schools?

Bolton Local Authority must publish a Local Offer which provides clear, comprehensive and accessible information listing all available resources for parents, children and young adults to access.

The authority need to make provision more responsive to local need and aspirations by directly involving Children and Young People with SEN, parents, carers and service providers in its development and review. School must review provision for pupils on Early Years/ School Action /Early Years Action Plus/ School Action Plus

The existing categories of Early Years, Early Years Action Plus, School Action and School Action Plus will be replaced by a single category.

Individual Education Plans and Group Education Plans will no longer be used. Instead, provision mapping will be used to show the range of provision available to pupils with SEND. This will allow school to monitor, evaluate and plan the provision for the diverse needs of SEND pupils and raise their attainment. Reviewing the effectiveness of the provisions in securing progress will be part of the 'assess, plan, do, review' approach. Regular assessment and pupil tracking must show clear links between the provision and progress of the pupils.

School must ensure a solid evidence base for the interventions on offer.

All children with existing statements will be transferred to Education, Health & Care Plans within the next 3 years. Guidance and arrangements for these transitions is due for publication.

Education, Health & Care Services will legally be required to work together to offer a single, integrated Education, Health & Care Plan from birth to 25 years. This will be a single assessment process.

Parents will have the option of a personal budget if their child has an EHCP. (This does not include the first £10,000). This is to allow parents to consider all options and then agree these with the school.

All schools need to publish an **SEND Information Report** on their school website to link with the Bolton Local offer. The school local offer is funded from delegated notional SEND budget.

School offer includes the following information:

- Graduated approach to SEND provision at St Thomas' for identifying, assessing and providing for pupils with SEND
- How the effectiveness of the provision is evaluated
- Expertise and training of staff in relation to SEND
- Engagement of parents in relation to SEND

Policy updated November 2024

Mrs K Welsh SENCo