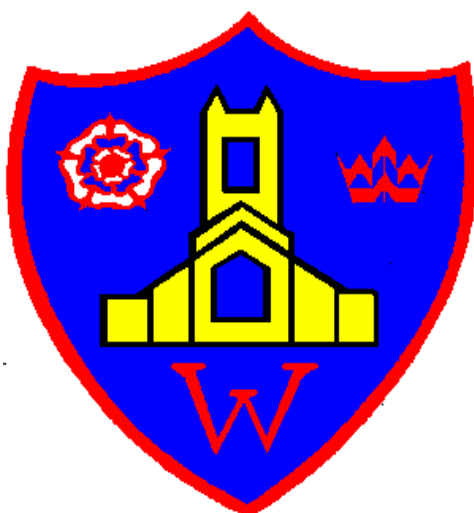


WALMSLEY CE SCHOOL

Blackburn Road, Egerton, Bolton, BL7 9SA
Telephone Number: 01204 332650

HEADTEACHER: MRS JO ATHERTON



SEND Policy

Date Drafted:	2018
Policy Written By:	Mrs D Carr Acting SENDCo
Date Approved by Governors:	October 2022
Date Reviewed:	September 2025
Reviewed by:	Victoria Hawkins (SENDCo)
Date of Next Review:	September 2026
Responsible Committee:	Teaching & Learning

Mission Statement

As a school we pledge to:

- Be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment.
- Work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity.
- Give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride.

Statement of Intent

Walmsley CE Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster mutually respectful relationships between pupils with SEND and pupils without SEND

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- Involve pupils, parents and young people in any decision-making processes
- Provide a robust system for identifying the needs of children and young people
- Collaborate between education, health and social care services to provide a transparent multi-agency support system
- Provide a high-quality provision that meets the needs of pupils and young people with SEND
- Provide a greater choice for young people and parents regarding the support they receive
- Successfully prepare pupils for adulthood, including independent living and employment

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Walmsley CE School SEND Policy

Rationale

This policy was developed by the SENDCo in consultation with members of staff and the Governing body to ensure that appropriate provision is made for pupils with SEND. The document aims to provide guidance to all staff concerning the early identification of pupils who may have a special educational need and/or disability and how to meet the needs of those pupils once identified. This policy is underpinned by the Mission Statement of Walmsley CE School and accurately reflects the Code of Practice (CoP) (2015).

Admissions

The Governing body has regard to the revised CoP (2015), the Children and Families Act (2014) and the Disability and the Discrimination (SENDA) Act (2001), in believing that the admissions criteria should not discriminate against pupils with SEND. Where pupils with SEND are admitted, the SENDCo liaises closely with all involved agencies. Please see Walmsley CE School's Admissions Policy for further information.

Aims

The aims of this policy document are to:

- To raise the aspirations of and expectations for all pupils with SEND.
- To strive for every child to make good progress and achieve their true potential.
- To narrow the attainment gap between pupils with SEND and those without SEND.

Objectives

The objectives of this policy document are to:

- Ensure that all pupils have access to a broad and balanced curriculum.
- Provide an adaptive curriculum appropriate to all individual needs and abilities.
- Ensure that there is a clear and robust early identification process for all pupils who require '*different from and additional to*'.
- To ensure that all pupils' who are identified as having a special educational need and/or disability have access to a curriculum and provision that is effectively matched to their need.
- Work in partnership with parents when aiming to meet the needs of pupils identified as having a special educational need and/or disability.
- Fully involve pupils in all aspects of their educational provision.

Definition

The Children and Families Act (2014) suggests that a child has a special educational need and/or disability if he or she does not make adequate progress once they have accessed targeted interventions and high-quality adaptive teaching.

This may mean that they experience:

- A significantly greater difficulty in learning than the majority of others the same age.
- 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 a mainstream school

Identification Assessment and Provision

A whole school approach is used in addressing special educational needs and/or disabilities and practices used to support identified learners. The CoP (2015) states that all teachers are teachers of pupils with identified SEND. It is the responsibility of all teachers to identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. All teachers in collaboration with the SENDCo, are responsible for the early identification of pupils with SEND and assessing who would benefit from additional support. The SENDCo will regularly meet and/or discuss the progress of pupils with SEND with staff to ensure all provisions and records are current and reflect needs accurately.

Early Identification

Early identification is crucial in meeting the needs of pupils with SEND. Walmsley CE School uses the following assessment tools when ascertaining the progress of all pupils:

- Information from Parents
- EYFS information/assessments
- National Assessments
- Optional Sats Scores
- NFER/WRM and Test Base Formal Assessments
- Phonics screening scores
- Teacher judgements and assessments
- WELLCOMM assessments
- External professional screeners and observations

Pupils accessing SEND support

School has regard to the CoP (2015) in identifying and meeting all aspects of SEND. Practice reflects the graduated response, and the 'Assess, Plan, Do, Review' model and guidance to ascertain when additional to and different from support is required or when interventions have had the desired impact and SEND support can be withdrawn (see flow chart in Appendix 1).

The Graduated Response

STAGE 1 - Adapted, quality first teaching, with early identification, intervention and SEND support in the classroom (See Wave 1 and 2 strategies and intervention within School Offer document).

All Pupils are treated as individuals and their provision is reflective of their needs. All pupils receive appropriately adapted work each lesson set by class teachers.

Whole class support may include:

- Access to support from class teacher or teaching assistant
- Access to alternative forms of recording
- Behaviour systems and rewards
- Small group teaching/support
- Regular contact with parents
- Differentiated work/outcomes
- Adapted practices or approaches
- SENDCo observations

Any pupils of concern, along with those with an already identified special education need and/or disability, are documented on the whole school SEND register and their provision is logged within class intervention and provision documents.

This enables school to:

- Plan strategically to meet pupils identified needs and track their provision
- Monitor effective utilisation of resources
- Cost provision
- Inform parents, LA, external agencies and Ofsted of resource deployment
- Focus attention on whole school inclusion, including sharing good practices
- Improve the SEND offer for all
- Use it as a tool for self-evaluation

Identification and Assessment at Stage 1

Pupils' needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, EYFS assessments, reading ages, other whole-school pupil progress data
- Classroom-based teacher assessment and monitoring arrangements (including assess, plan, do, review cycles)
- Following up parental concerns
- Tracking of individual pupil's progress over time
- Liaising with feeder nurseries/preschool/high schools
- Gathering information from previous schools on in-year transfers
- Gathering advice and information from other services

- Completing diagnostic screeners e.g. Dyslexia Assessments (GL or Nessy)

STAGE 2 - Further Targeted Support and involvement of outside agencies (see wave 2 strategies and intervention in School Offer document).

Support may include:

- Additional interventions or support beyond those normally provided for other pupils in the school when the child's needs require intervention which is "additional to" or "different from"
- Child will be added to the school SEND register, targets and provisions are documented on an IEP (Individual Education Plan) and One Page Profile (OPP)
- A child may be referred to an outside agency for support via a single service referral form (see list of outside agencies that support school in Appendix 2)
- An Early Help Assessment may be opened to support improving outcomes for children or preventing escalating need or risk
- Guidance from outside agencies through training or individual referral outcomes
- 1: 1 interventions
- More intensive group support delivered by class teacher or teaching assistant
- Reward systems
- Increased frequency of contact with parents
- Undertaking of more in-depth individual assessments (assessments may be delivered without the need for prior parent consent e.g. additional Phonics, WELLCOMM, Multiplication or Dyslexia Screeners due to completion in school as a tool to better inform practices – none of which provide formal diagnostic results)
- Carefully chosen resources and observational assessments to deliver appropriate, useful information on a pupil's needs

STAGE 3 - Referral for an EHCP (Education, Health and Care Plan) assessment (see wave 3 strategies and intervention in School Offer document).

An EHCP application for assessment of needs will be done in transparent consultation with parents and professionals if it is felt that the individual pupils' needs can no longer be met at an SEN level (wave 1 or 2) and the provision they require exceed the notional funding allocation.

If school and/or parents decide this is necessary, the setting will consult closely with all professionals involved, gather all evidence required and refer to the Local Authorities High Needs Block. File matrices, procedural information and follow on guidance around initiating an EHCP assessment from the Local Authority are in the SENDCo File, in the PPA room.

The decision to award an EHCP is made by the Local Authority in conjunction with Health Professionals and other agencies and it is their decision alone as to the amount and type of provision allocated as part of each application.

SEND Funding

SEND funds for pupils without an Education Health and Care Plan are devolved to the school's budget. School receives a Notional SEND Budget from the Local Authority which is used to meet the needs of pupils with low-cost, high incidence SEND.

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/the-notional-sen-budget-for-mainstream-schools-operational-guide-2024-to-2025>

Partnership with parents

Parents of pupils with SEND are kept fully informed of the provision that is in place to support their child and are welcomed to consult with class teachers, SENDCo and the School Offer document for more detail regarding this process.

Roles and Responsibilities

SENDCo (Miss Hawkins) – Responsible for:

- Co-ordinating Special Educational Needs provision
- The day-to-day operation of the school's SEND policy
- Reviewing and updating the SEND policy
- Advising teachers on strategies/teaching/approaches so that SEND pupils can access planned learning objectives
- Working closely with all staff to coordinate provision for pupils with SEND
- Maintaining the school's SEND register
- Monitoring the progress and attainment of SEND pupils
- Overseeing the records kept by class teachers on all pupils with special educational needs and/or disabilities, which form part of the pupil's Individual Education Plans and One Page Profiles
- Liaising with the parents of pupils with SEND
- Managing the professional development and appraisal process for Teaching and Support Assistants
- Contributing to the training of staff and governors
- Regular liaison with SEND governor
- Managing and monitoring pupils' access to personalised provisions
- Liaising with all external agencies involved in supporting identified needs
- Keeping up to date with Local Authority and government developments regarding SEND provision and ensuring school policies and practices reflect any changes
- Making referrals to outside agencies
- Organising and delivering annual review meetings for pupils with Education Health and Care Plans
- Liaison meetings relating to all pupils on Special Needs Register
- Close support for pupils transitioning to new settings e.g. Y6 to Y7

SEND Governor (Vacant post TBC in Autumn Term 2025) – Responsible for:

- Liaising with the SENDCo and the Head Teacher
- Reviewing annually, with the SENDCo, the schools SEND policy regarding the CoP (2015)
- Participating in appropriate training

Class teachers - Responsible for:

- High/Quality first teaching for every child
- Identifying that a pupil has special educational need and/or disabilities
- Planning all lessons and adapting tasks to ensure all pupils needs are met
- Teaching pupils at all levels of response as outlined in the CoP (2015)
- Planning for, deploying and supervising the work of any teaching assistant involved in supporting the pupils in their class
- Assessing and recording progression in learning
- Regularly informing the SENDCo about SEND pupil's progress
- Updating and reviewing timetables, Provisions and Individual Education Plans termly
- Meeting termly with parents of SEND pupils to fully involve them in the support and provision in place for their son/daughter
- Maintain up to date records relating to all SEND matters
- Implementing strategies suggested by outside agencies and documenting these on the IEP
- Storing all SEN information on either CPOMS or the shared drive as directed by SENDCo
- Creating and updating One Page Profiles with pupils and sharing them with parents
- Contributing to or providing information required to complete referrals and/or reviews
- Attend meetings with professionals where appropriate to discuss individual needs
- Arrange relevant meetings to plan and monitor IEPs or needs when necessary
- Transfer of all relevant documents and information to the pupils next teacher/next provision
- Liaise with external agencies, where appropriate, to support IEP writing or to gather information
- Complete iThrive referrals with the prior agreement of SENDCo

Teaching assistants/SEND Assistants – Responsible for:

- Supporting SEND pupils in accessing the curriculum task set them during learning activities, as directed by the class teacher
- Assist in preparing the learning environment for pupils with SEND
- Observe and report on pupil performance, communicating information to the class teacher
- Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development
- Delivering interventions as planned or selected by class teacher

The Head Teacher (Mrs Atherton) - responsible for:

- Designated teacher for Child Protection
- The overall management of the SEND policy
- Overall responsibility for the assessment and provision for pupils with SEND
- Working in close co-operation with the SENDCo
- Managing the funds allocated by governors for all Inclusion pupils e.g. SEND, Pupil Premium, EAL and LAC funding
- Keeping the governors informed of any changes or updates
- Identifying CPD needs (through staff appraisals) and planning for staff training, with regards to supporting pupils with SEND

Record Keeping

The SENDCo keeps an up-to-date list of all pupils with SEND. In addition, the SENDCo will keep records linked to:

- Information from parents if they wish to contribute
- The pupils' own perceptions of their strengths and difficulties
- Information from outside agencies
- Information from health/social services
- Information from previous schools/settings
- IEPs (Individual Education Plans) and OPPs (One Page Profiles) with reviews
- Clear records linked to Assess Plan Do Review cycles linked to individual provisions
- Pupils with SEND are Identifiable on the school assessment tracking system

Transition between key stages /schools /classes

A clear package of transition will be implemented by relevant staff for those pupils who are in receipt of additional support. The provision will be managed between class/key stage/and schools by the SENDCo in consultation with class teachers. Planning and provision for pupils with SEND at Walmsley CE School is not only concerned with working towards targets and objectives in the short term but pays much consideration to the longer-term outcomes/life skills we are aiming for our pupils to achieve in their future – this being the overarching rationale behind providing SEND support for our pupils.

Resources

For all identified children with SEND we aim to provide:

- Termly IEPs, reviewed and shared with parents and the child
- Consistent access to and use of equipment identified as beneficial to any child with identified SEND
- Specific programmes of work to address identified learning difficulties
- Adapted work/outcomes/physical resources or environments
- A classroom environment which is low stimulus and conducive to good SEND practice

- Effective use of support staff
- Access to physical resources to support short term needs

A list of specific programmes and interventions available within school can be found within the '*Waves of Intervention*' section of the Walmsley School Offer.

Health and Safety

In ensuring that equitable access to all areas of the school environment and resources, it may be necessary to carry out a risk assessment on some occasions. Once completed appropriate actions may need to be taken to ensure the safety of pupils and staff to maintain equality of provision.

Evaluating the success of the SEND policy

The governing body will report annually on the success of the SEND policy. The Governing body will consider the following:

- The SEND aims of the school as outlined at the beginning of this policy
- The views of parents' pupils and teachers
- External professionals

Pupil progress will provide the evidence base for the success of this policy document. This will be analysed through:

- IEPs, Intervention Provisions and respective reviews
- Standardised testing
- Individual pupil progress and achievements
- Tracking progress of SEND pupils

Other relevant policies

This policy should be read in conjunction with the school's Behaviour Policy, Equal Opportunities Policy, Complaints Policy, Disability and Accessibility Plan, Confidentiality Policy, Inclusion Policy, Storing and Managing Information Policy, all other curriculum policy and the Dyslexia Friendly Schools Policy.

Complaints Procedures

In the event of any concerns arising in respect of provision for those pupils who are identified as having an additional need, the procedure is:

- Parents refer to Class Teacher
- Class Teacher may then choose to involve SENDCo

- SENDCo may then refer to Headteacher and/or Governors
- With respect to Education Health Care pupils, if parents feel they still have concerns, they are welcomed to put forward their concerns during the Annual Review process
- If you are unhappy with any EHCP application outcomes or Annual review recommendations, then there is a tiered Appeals procedure you will need to go through

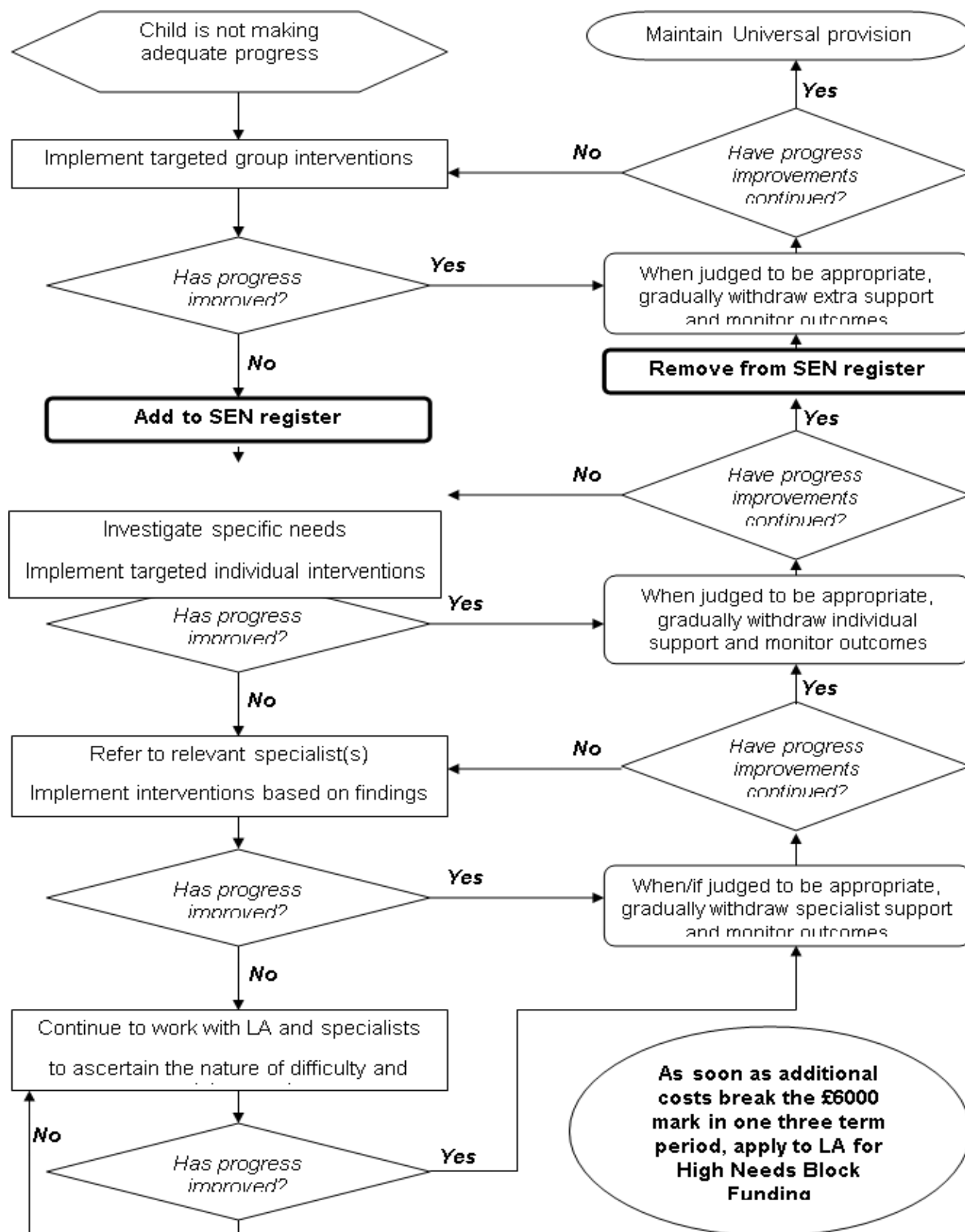
<https://www.bolton.gov.uk/sendlocaloffer/>

Appendices

1. Flowchart to show 'Assess, Plan, Do, Review' model/criteria for placing pupils on, and removing them from, the school SEND list.
2. List of Outside Agencies which provide further assistance in supporting school and pupils with SEND.

Appendix 1

Flow chart of 'Assess, Plan, Do, Review' cycle – model/criteria for placing pupils on, and removing pupils from, the school SEND list.



Appendix 2

SENDCo

Miss Victoria Hawkins

hawkinsv@walmsley.bolton.sch.uk

Outside Agency SEND Support List

Bloom Wellbeing

Helen Coull

E-mail: helen@bloomwellbeingnw.co.uk

Educational Psychology

Sue Cornwell

E-Mail: susan.cornwell@bolton.gov.uk

Inclusion & Statutory Assessment Service

PO Box 53, 2nd Floor Paderborn House, Civic Centre, Bolton, BL1 1JW

Telephone Number: 338060

Occupational Therapy

Halliwell Children's Centre (Health Centre), Aylesford Walk, Bolton, BL1 3SQ

Telephone Number: 01204 463484

Parent Partnership COG

Lowndes Street Nursery, Lowndes Street, Bolton, BL1 4PQ

Telephone Number: 01204 848722

E-Mail: pps@boltoncog.co.uk

School Nurse

Gillian Gardiner

Castle Hill Centre, Castleton Street, Bolton, BL2 2JW

Telephone Number: 01204 463570

Woodbridge SEND

Claire Hexall

Ladywood Outreach Service, Ladywood School, Masefield Road, Bolton, BL31NG

Telephone Number: 01204 333400

E-Mail: office@ladywood.bolton.sch.uk

Sensory Support Service

Thomasson Memorial School, Devonshire Road, Bolton, BL1 4PJ

Telephone Number: 01204 333120

E-Mail: wilsonb@thomasson.bolton.sch.uk

Speech & Language Therapy

Brightmet Health Centre, Brightmet Fold Lane, Bolton, BL2 6NT

Telephone Number: 01204 462670

Traveller Education (Community Cohesion)

Family Centre, Shepherd Cross Street, Bolton, BL1 3BY

Telephone Number: 01204 338055

E-Mail: ACIS@bolton.gov.uk

Kidz2gether

Horwich Resource Centre, Beaumont Road, Horwich, Bolton, BL6 7BG

Jacqueline

Telephone Number: 07919 864784

****This Policy was approved by the Governing Body of Walmsley CE School October 2022***