



BOLTON
SCHOOL
PRIMARY DIVISION

**Special Educational Needs and Disability
(SEND) Policy**

Published by: Head of Primary Division

Date Published: 22/1/25

Version number 1

Approved by: Head of Primary Division

Scope of policy

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park Road. The Nursery has a separate policy, which works alongside that of the schools and the Nursery's Learning Support Coordinator meets with those from across the Primary Division in order to develop best practice. Whilst the policy is common to all three schools, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

This policy outlines the process used to identify and support children with Specific Learning Difficulties and Disabilities. It is written with regard to the Bolton School's Safeguarding arrangements and Child Protection Policy, to the DCSF 'Every Child Matters' programme, the SEN Code of Practice (DCSF 2001), Disability Discrimination Act 2002 (SENDA), Disability and the Equality Act 2010 and Children and Families Act 2014, SEND Code of Practice 2015.

Principles

We are committed to supporting the right of all children to have equal access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community. The school provides a secure environment in which every child has a sense of belonging to a caring community, can grow in confidence and can develop in character and ability. We encourage all children to play a full and active part in school life.

Definition of Special Educational Needs and Disability

According to the 2014 SEND Code of Practice (updated 2015), "Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them". Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. Schools must not treat disabled pupils less favourably and must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Whilst the duty to make reasonable adjustments does not include a duty to change physical features, it does (as of September 2012) include a duty to provide auxiliary aids and services when appropriate in order to ensure that a person with a disability is not put at a disadvantage in comparison with someone without a disability.

Special Educational Provision means – Provision which is in addition to, or otherwise different from, the educational provision made generally for the children of their age in school.

Responsibilities

Provision for pupils with SEND in the Primary Division is planned, monitored and reviewed by the relevant Learning Support Co-ordinator (LSCo), in conjunction with the appropriate Head of School, subject and form teachers. The Heads of School will provide the Head of Primary Division with an overview of the Learning Support requirements and progress within their individual setting on a termly basis. During the year 2024-25 the Head of Learning Support at Bolton School Boys' Division will provide oversight, offering support where appropriate to the Learning Support Coordinators in each part of the Primary Division and informing the Head of Primary Division of future training and resource requirements.

The role of the Learning support coordinator

The key responsibilities are;

- To oversee the day-to-day operation of the schools policy.
- To liaise with and advise teachers on the identification and educational provision of children with SEN.
- To coordinate learning support and ensure provision mapping meets needs.
- To maintain and update the SEND Register.
- To oversee the Pupil Plans (PPs) and records of all the children with SEN, working with colleagues to ensure their completion and review.
- To oversee the completion of the Early Help process if required.
- To support the application for and review of any pupil's EHCP if required.
- To liaise with parents of children with SEN if required by the class teacher.
- To contribute to the in-service training of staff.
- To liaise with external agencies (e.g. – Educational Psychologist, speech therapist, physiotherapist)
- To develop and maintain the bank of SEN resources.
- To identify areas for development in the schools special educational needs provision.
- To contribute to the development of curriculum policies to ensure that provision for SEN pupils is considered.

The role of the Subject Leader

- To work with the relevant Learning Support Coordinator to offer recommendations for the adaptation of schemes of work in order to allow all pupils to succeed
- To ensure appropriate resources are available to support children's learning in their subject area.

The role of the class teacher

The identification and teaching of children with SEN in the Primary Division is a whole school responsibility. Each member of staff will aim to provide appropriate learning experiences to ensure that all the children are fully included. The three key principles of inclusion will be observed;

- Suitable learning challenges will be set.
- Pupils diverse needs will be recognised.
- Potential barriers to learning will be overcome.

The class teacher is responsible for the education of each child, maintaining appropriate records and carrying out regular assessments. If appropriate the LSCo will offer advice and arrange any further assessments. The class teacher will work with the LSCo to write Pupil Passports (for those children on the SEND register) each term and ensure that parents are fully involved in the process.

Where children are being supported through interventions with Teaching Assistants, relevant subject/form teachers to work with TAs in order to provide relevant information regarding the children's needs and progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by the pupils and the effectiveness of resources.

Subject teachers are expected to be aware of the learning support needs of the children they teach and to use the guidelines provided by Pupil Passports. They are expected to address the learning support needs of the children in their lessons and to recognise when a greater degree of intervention is appropriate to enable children to learn effectively. Form Tutors may also be required to monitor and review the progress of children towards their PP targets.

Identification and Assessment for SEND

A child's needs may become apparent through:

- the School's admissions procedures, with parents and previous school reports, on tests and in interview

- routine testing upon entry by CAT and dyslexia screener
- inconsistencies between baseline assessment and current attainment
- an expression of concern by teaching staff
- an expression of parental concern
- additional, specialist assessment undertaken by the Learning Support Department or external assessors

The Early Identification of children with Special Educational Needs in EYFS

The school recognises the importance of the early identification of pupils with SEND and so assessment in the Early Years will be ongoing. In order to establish a complete profile of the child, which highlights strengths as well as weaknesses the following information, will be used.

- Consultation with pre-school settings (prior to entry)
- Consultation with parents
- The outcomes of 2-year-old checks
- The outcomes of the Baseline Assessment test
- Ongoing teacher (and teaching assistant) observation
- The Foundation Stage Profile
- Assessment of the child's progress in relation to Early Learning Goals.

If a child has identified special educational prior to joining any part of the Primary Division, any prior information will be used to help develop suitable learning experiences and highlight areas for early action.

The school ensures at all times that the needs of the whole child are catered for. The following areas will be focused on.

1. Communication and interaction
2. Cognition and learning
3. Social emotional and mental health
4. Sensory and/or physical need

Children will be assessed initially, and then on an ongoing basis. Provision will be directed accordingly.

For pupils at all stages within the school, a constant cycle of monitoring and review ensures that the children's needs are accurately met at all times. Parents are involved in any decisions at all points in their child's education and the school will seek external advice and support as necessary.

Screening

All students entering directly into the Junior Schools are screened for possible signs of dyslexia. Alongside cognitive ability measures from CAT data, this gives an initial indication of which students may be in need of targeted learning support and may require subsequent, additional assessments. This also gives supplementary information about where the student's specific needs lie. These results, along with other relevant information, are used by the Learning Support Co-ordinator in conjunction with the Head of School to identify students who may have particular learning difficulties. If issues are identified, these pupils may be recommended for further assessment at which time the Learning Support Co-ordinator will contact the parents with recommendations on how to proceed.

Referral by Teachers

Subject teachers may make a referral to the Learning Support Co-ordinator at any stage if they have concerns about the progress of a pupil. When pupils experience learning difficulties, or display emotional and behavioural difficulties, the Head School, Form Tutors, Subject Teachers and the Learning Support Co-ordinator liaise. A record is made of the nature of the concern. Action can take any of the following forms: gathering information, observation, further screening, temporary differentiation or reasonable adjustments to the daily timetable for the pupil, formal assessment and continued monitoring. Parents who have concerns are also welcome to contact the Learning Support Co-ordinator with individual enquiries.

Provision for SEND

The school considers that there is a continuum of Special Educational Needs and those children may require different teaching approaches and intervention at different stages in their education.

Wave 1 (See appendix A)

- The class teacher will make every effort to use available classroom and school resources to provide suitable teaching and learning experiences for all pupils.

Wave 2

- If the pupil fails to make satisfactory progress following the provision of differentiated learning opportunities then further action will be taken. This will initially involve increasingly personalised interventions. **(Wave 2a)**.
- The success of these interventions will be assessed and if expected progress has not been made it may then be necessary (but not always automatic depending on need) to place the pupil on the School's Special Needs Register (Wave 2b). This is confidential and updated each term by the Learning Support Coordinator. When a child is placed on the register a detailed record is completed, which includes information about the child's learning needs and assessment results. Parental permission is required prior to placing the child on the register and every effort will be made to ensure full parental involvement at all stages of the child's education.
- When a pupil is identified as having Special Educational Needs the class teacher will provide activities, which are additional to or different from those provided as part of the schools usual differentiated curriculum. This stage is described as **SCHOOL SUPPORT**. The class teacher remains responsible for working with the pupil on a daily basis and will plan a suitable Pupil Plan (PP) with parents and pupils. The Learning Support Coordinator will monitor and review the action and assist in planning future interventions if required. PPs will be written and evaluated on a termly basis. Parents will be involved in this process and kept fully informed of the child's progress. The PP should focus on a maximum of three or four SMART targets which match the child's needs, and also give some indication of how these will be achieved in the classroom situation.

Wave 3

- If the child continues to make limited progress despite having a PP or has emotional, behavioural or physical difficulties, which affect their learning, then further action may be required. Following consultations with the LSCo, class teacher and parents, advice from external services will be sought. External Services" include – The Educational Psychologist, Speech Therapist, Physiotherapist, and Occupational Therapist, Ladywood Outreach Service, Bolton Behaviour Service etc. The external specialist may provide advice or may be involved in teaching the child. The nature of the child's difficulty will determine the exact nature of the service required and the advice, which they provide will be used to write a new PP. At this stage, an Early Help form must be completed and submitted to the local authority.

- If a child is having significant difficulties despite following appropriate PPs and advice it may be necessary for the school to request additional funding through the LA (through a Statutory assessment – leading to an Education, Health and Care Plan.) The LA will then decide whether it is necessary to provide the child with additional funds and specify the extent to which extra resources will be required to cater for the child's needs. If a child has an EHCP an Annual review is held, during which the child's progress is considered. The parents and all the professionals involved in the child's education will be asked to contribute to the review so that it is possible to assess how the objectives in the statement are being met and to set future targets. Further details of the EHCP process may be found in the Code of Practice.

Children may be placed on or removed from the SEND register at any time whilst at school. They may also move between stages (in either direction) as seen to be appropriate at the time.

Criteria for Exiting the SEN Register/Record

If pupils successfully meet their targets set out on their Pupil Plan or have secured the gaps in their learning so that they are as able to function at a satisfactory level compared to their peers, a pupil, in discussion with parents and teachers, may no longer need to remain on the SEN register.

Pupils with a Statement of Special Educational Needs or EHCP

Pupils with a Statement of Special Educational Needs, or EHCP have annual targets set out in an IEP, with strategies outlined to help them address these targets. These targets are reviewed regularly and a copy is sent to all members of staff who teach the pupil. An annual review of the Statement, or EHCP is conducted in conjunction with the parents, LEA and Support Services

Where a pupil at the school has an EHC plan the school will ensure:

- Cooperation with the local authority in undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress. Any advice and information gathered will be sent to all those invited to an annual review meeting at least two weeks prior to the meeting. The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting and will enable the local authority to undertake the review of a pupil's EHC plan before transfer to another phase of education.
- Coordination by the LSCo of the specific provision made to support individual children who have EHC plans, together with the monitoring and review of its efficacy.
- Facilitation by the LSCo of additional staff training as required to meet the terms of the plan.
- Provision of information by the LSCo to ensure that all those teaching or working with the child named in an EHC plan, are aware of the pupil's needs and the arrangements in place to meet them.
- Cooperation, as appropriate, with health and social care providers to meet the terms of the plan.
- Preparation, where a pupil in receipt of funding by a local authority is registered at the school, of an annual account of income received and expenditure incurred by the school in respect of that pupil, for the local authority and, on request, the Secretary of State.

Other Considerations

When organising trips and carrying out disciplinary procedures, the specific needs of pupils are always considered so that individual pupils can participate in the event.

Risk assessments are carried out and take account of the needs of individuals.

Where parents alert the school to SEN prior to entry, this is accounted for during familiarisation procedures.

Disability Discrimination Act

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make reasonable adjustments to include all children and their families. The school has a 3 year Accessibility Plan.

Supporting pupils with medical needs

The school recognises that pupils with medical conditions should have full access to education, including school trips and physical education. The school will liaise with parents and appropriate medical professionals if a care plan is required.

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 special educational needs and may have an EHC plan or statement and so the SEND Code of Practice is followed.

Behaviour

All children are expected to behave in accordance with their School's Code of Conduct, however some children may require additional support in order to achieve this as a result of their SEND. Where that is the case, this should be identified on the child's Pupil Plan and may also require a specific Behaviour Support Plan. The Primary Division Behaviour Policy sets out that some reasonable adjustments may be required when investigating an incident of inappropriate behaviour and also that sanctions may also be adapted according to the needs of the child.

English as an Additional language [EAL]

The School recognises that a child may need EAL support, but may also have SEND. Support for students with English as an additional language is set out in the EAL Policy.

Special Examination Arrangements

1) Internal Examinations

Special consideration for internal examinations will be determined by our screening of students and may include measures such as providing additional time, providing a reader or a scribe where appropriate. These arrangements must reflect the normal way of working for the student.

Partnerships with Parents

Parents have a vital role in the identification of and support for SEND pupils. Efforts are made to work in partnership with parents throughout the screening process, formal assessment, and during the subsequent target-setting, measurements of progress and reviews. Copies of PPs are routinely sent out to parents. The Learning Support Co-ordinator is available to confer with parents about any issues/concerns relating to SEND provision throughout the year.

Admissions

Pupils with SEND are admitted to the Primary Division according to the same criteria as other pupils. Children usually take an examination for entrance to the Junior Schools, unless they are transferring from Beech House – Bolton School's co-educational infant school. Access arrangements and reasonable adjustments are made available to those with the relevant history of need and history of provision. If a child has identified special educational needs when they start at Beech House any prior information will be used to help develop suitable learning experiences and highlight areas for early action.

Transition

The School recognises the importance of close contact with other settings as children move from one stage of their education to another. LSCos within the Primary Division will meet termly to discuss ongoing needs and pupils. Any information, which a pre-school setting provides, about a child will be valued and if possible the Early Years Teacher will visit the setting prior to the child's entry to school.

As a child prepares to move on to the next phase of School, either within the Primary Division or into either Senior Division, a full transition handover meeting will take place, parents are encouraged to participate in that process. Where children move on to settings beyond the Bolton School Foundation, the relevant LSCo will meet with representatives from new provider to share information as appropriate.

We aim to work in partnership with all other services and seek advice from appropriate services as necessary.

Procedure for Resolving Complaints about SEN Provision

This follows the Bolton School Complaints procedure, as published on the school's website.

Resources

Children with SEND often require additional resources. Wherever possible extra support from the teaching assistants will be available, so that a child may be supported in class or withdrawn either individually or in small groups. If a child is withdrawn, it will be during a suitable point in the lesson, so that they experience all the subjects in the curriculum.

A bank of additional resources is being developed for all staff to use and will include literacy and numeracy games and activities. The resources will be continually updated, depending on the needs of the children. The SENCO also has information on a range of special needs as well as useful telephone numbers for help lines and support groups.

There is an ongoing programme of staff development, which is aimed at developing the appropriate knowledge and skills to provide suitable learning experiences for all pupils, and particularly for those with special educational needs.

LSCo Team:

Bolton School Nursery	Angela Smith
Beech House (Infants)	Karen Shaw
Hesketh House (Jnr Girls)	Gail Hilton
Park Road (Jnr Boys)	Millie Brisk
Boys' Division (Snr Boys)	Debbie Stevens

Monitoring and Review

- Each school within the Primary Division to review the efficacy of their Learning Support procedures annually
- Primary Division LSCos and Head of Primary Division to meet termly to discuss ongoing needs
- Primary Division LSCos and Senior Boys' Learning Support Coordinator to meet annually to discuss necessary policy updates, training and resource needs.
- A member of the Primary Division LSCo team to undertake appropriate SEND training (National Award for SEN Coordination)

Appendix A

Provision Mapping for pupils with additional needs

Wave 1	Wave 2 →	Wave 3
<p><u>Quality First Provision – which may include:</u></p> <p>Fully differentiated planning (all groups catered for)</p> <p>Resources to aid independence</p> <p>Alternative Recording opportunities</p> <p>Language rich environment</p> <p>Open ended questions</p> <p>Resources which reflect the children’s needs- balance bike/large grips/large print</p> <p>Visual Timetables</p> <p>Reasonable adjustments made to support inclusion in most activities</p> <p>Access arrangements in place to support care and mobility</p> <p>All staff fully briefed</p> <p>Baby moves/yoga</p>	<p><u>Group Based / individual intervention (possible IEP in place depending on need)</u></p> <p>Multisensory Programme to address reading spelling</p> <p>Memory Skills programme</p> <p>Personal Organisation support</p> <p>Fine / Gross motor skills programmes</p> <p>Speech and language development group</p> <p>Targeted daily activities</p> <p>Care plans in place for specific medical needs</p> <p>One to one support</p>	<p><u>Increasingly Personalised:</u></p> <p><u>IEP in place (The following may be in place)</u></p> <p>Specific Language / vocab development</p> <p>Teacher of deaf involvement</p> <p>Speech and language therapy</p> <p>TAF meetings</p> <p>Counselling</p> <p>Educational Psychologist involvement</p> <p>CAMHS involvement</p> <p>Specific medical requirements (In the care plan)</p>