

Special Educational Needs & Disability (SEND) Policy and SEND Information Report 2025-26



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Intent

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’ *Foreword, Special Educational Needs and Disability Code of Practice, January 2015.*

St Mary’s CE Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for every pupil. This policy builds on our School Inclusion Policy, which recognizes the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for teaching that is fully inclusive.

The SENCO Team and Governing Body will ensure that appropriate provision will be made for all pupils with SEND ensuring that:

- The aspirations of and expectations for all pupils with SEND are high
- All children are safe, happy and making progress, in a caring, supportive environment where learning is enjoyable
- Each child is supported to develop a positive self-image, promoting self-discipline, self-awareness and self-confidence
- The curriculum is adapted to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socioeconomic
- All pupils experience a curriculum entitlement that is broad, balanced and relevant

Aims

Our SEND policy and information report aims to:

- To set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To identify and provide for all pupils who have special educational needs and additional needs
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents and/or carers

- To ensure access to the curriculum for all pupils
- To enable all children to develop skills and abilities in a non-threatening environment, encouraging success and building self-esteem

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Implementation

Roles and Responsibilities

The SENCO Team

St Mary's has a team of three SENCOs:

- **Emma Orrell – Early Years and Year One**
- **Jen Hayes – Years Two, Three and Four**
- **Molly Jeffs – Years Five and Six**

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor

The SEND Governor is: **Jessica Powell**.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The Head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants, or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The Graduated Approach

The SEND Code of Practice (DfE 2014) states that settings working with children with SEND should adopt a graduated approach to supporting their development, through a cycle of action with four stages. This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress for a child.

Assess

- A child's difficulties must be assessed so that the right support can be provided. This will include discussions with parents, talking to professionals who work with the child, and looking at records and other information. This could mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.
- An initial concern form will be completed when there are initial concerns about a child's development and progress.

Plan

- The SENCO will liaise with parents to agree on the outcomes that the SEN support is intended to achieve. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date when they will review this, so that they can check to see how well the support is working, and whether the outcomes have been or are being achieved.
- Provision mapping is a planning tool used for children recognised as needing additional support. It is a way of organising information about children in a readily accessible, easy to manage format. It starts when a need is identified. It enables the SENCO and Class Teacher to target support, strategies and

identify any gaps in provision. It cross references the educational provision with the progress made by the child. It will be shared with other agencies as part of a referral for their services.

Do

- The SENCO will ensure that the planned support is put into place. The Class Teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support will work closely with them to track the child's progress and check that the support is being effective.

Review

- Reviews will take place at least once per term but may be more frequent depending on the type of intervention and support in place. The reviews will provide informed feedback and analysis of the child's needs. The decision to involve specialists can be taken at any time after one full cycle of plan, do, review in school. Parent consent will be obtained before any referrals to specialists are made.

Impact

At St Mary's we strive to ensure that children with any Special Educational Need and/or Disability will be identified at an early stage and that high quality support will be put in place promptly. Our staff have the knowledge, skills and understanding to provide the correct support for all children in their care. We will work closely with parents and/or carers to ensure that all children have access to all available professional support that the Local Authority and Bolton NHS Foundation Trust can provide. We have high ambitions for all of our children no matter what their circumstances and we want them to thrive in every aspect of their life. This means that they will be supported and empowered to achieve academically and socially to the best of their ability, and to have voice and influence in their lives and community. We will ensure that they truly feel that they belong at St Mary's.

SEND INFORMATION REPORT

Provision

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying Pupils with SEND and Assessing their Needs

A pupil has a Special Educational Need when their learning difficulty or disability calls for special educational provision that is different from, or additional to, what is usually available to pupils of the same age.

Each pupil's current skills and levels of attainment will be assessed on entry to St Mary's, taking into account any information and data provided by previous settings. Using a combination of formative and summative assessment, class teachers, SLT and SENCOs will carry out termly analysis of each child's progress and attainment in curriculum areas and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The SEND Code of Practice (2014 para 6.37) is clear that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Where further support is required, the school will follow the Graduated Approach.

Broad Areas of Need

Communication and interaction – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

Cognition and learning – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, emotional and mental health difficulties – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and Involving Pupils and Parents and/or Carers

We will have an early discussion with parents and/or carers when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' views and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's Cpoms log. We will formally notify parents when it is decided that a pupil will receive SEND support and invite them to any meetings which involve specialists to ensure they are kept up to date.

Assessing and Reviewing Pupils' Progress towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views where age appropriate
- Advice from external support services, if relevant

The assessment will be reviewed termly through evaluation and monitoring of provision maps. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Admissions for Pupils with Disabilities

Children who suffer from some medical condition or disability, which makes it better for them to attend St Mary's school rather than another is criterion five in the school admissions policy. Places will only be offered under this criterion if the child has a certified medical condition with strong professional supporting evidence confirming that existing exceptional problems with the child's health would be seriously exacerbated if a place were not made at the preferred school. No child will be excluded from being offered a place at St Mary's based on any medical or disability needs if there are places available at the school.

More information on admissions can be found in the Admissions Policy and the local authority Admissions

Supporting Pupils Moving Between Phases and Preparing for Adulthood

Our Senco Team work across phases to support the transition of pupils into their next Key Stage. We will share information with the school or other setting the pupil is moving to via CPOMS, meetings between the class teacher, SENCO and staff at the next setting. We will facilitate induction days and taster sessions at the new school and SNA's will accompany any child with an EHCP. Our Pastoral Team can also support with visits for any child requiring additional help.

Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

- Phonics
- Reading Wise
- Toe by Toe
- Plus 1
- Power of 2
- Dyslexia appropriate resources
- Woodbridge Outreach Premium Package (bespoke interventions)
- SALT (Traded Services)
- Mental Health and Wellbeing Intervention
- Nurture and Friendship groups
- Pastoral Team intervention
- Behaviour Support intervention

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Fully accessible grounds and classrooms for wheelchair users, including lifts, ramps and disabled toilet facilities
- The school has achieved the 'Dyslexia Friendly School' award

Additional Support for Learning

Each class has its own allocated teaching assistant (TA) who is trained to deliver interventions such as phonics, spelling, fine/gross motor, mathematics and reading. They also are trained to deliver the SALT programmes of children in their class by the school's Speech and Language Therapist.

A child will have 1:1 support from a named Special Needs Assistant (SNA) when they have been allocated specified hours in an Education, Health and Care Plan (EHCP). SNAs may also support children with SEND who are undergoing assessment for an EHCP or who have additional learning, language, behaviour or emotional needs as part of the graduated approach. SNAs will work within their classroom as much as possible and support their child to access the adapted curriculum alongside their peers. They will also deliver bespoke interventions as set out in the child's Provision Map.

The school buys into SALT Traded Services to access the expertise of a Speech and Language Therapist for one and a half days per week. This enables SENCOs to ensure that children can access therapy in school and that TAs and SNAs can be trained to deliver programmes on a regular basis.

The school also employs a Highly Specialist Speech and Language Therapist (HSSALT) who can provide advice on a range of social, communication, language and sensory issues.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy
- Paediatric Occupational Therapy
- Integrated Community Paediatric Service
- Educational Psychology
- Woodbridge Outreach
- Behaviour Support Services
- Targeted Youth
- School Nurse
- CAMHS
- Paediatric Learning Disability Service
- Paediatric Physiotherapy Service
- Start Well SEND Team

Expertise and Training of Staff

Our SENCO Team is made up of three experienced Class Teachers, including a member of the Middle Management Team. They are each allocated half a day per week plus three flexible half days per half term to manage SEND provision. One member of the SENCO Team is currently studying for the National Professional Qualification in SEND (NPQSEND), one member of staff holds the Award for Special Educational Needs Coordination (NASENCO).

We have a team of seventeen teaching assistants, and eighteen special needs assistants who are trained to deliver SEND provision. The SENCO Team deliver termly updates to staff including dissemination of training. Woodbridge Outreach provide an annual whole staff training session and five small group sessions. Staff have received training from the school's Educational Psychologist on Precision Teaching, Attachment Training and Emotion Coaching. As part of the pathway towards the Dyslexia Friendly Schools Award, staff received regular training and mentoring from the SpLD team at Woodbridge Outreach. SNAs have recently been trained by Woodbridge Outreach in the use of PECS (Picture Exchange Communication System), Using visuals in EY, KS1 and KS2, Lego therapy and Total Communication.

Teachers, TAs and SNAs can also access training and mentoring from the HSSALT, SALT Therapist, Educational Psychologist and specialist teachers at Woodbridge Outreach.

Securing Equipment and Facilities

SENCOs liaise with Occupational Therapy, Woodbridge Outreach and Educational Psychology to ensure any equipment is purchased as appropriate.

In addition to what is written in this report, more details can be found in the school's accessibility plan which can be found on the school website and outlines:

- The extent to which pupils with disabilities can participate in the curriculum
- An outline of the school environment to ensure pupils with disabilities can take advantage of the education, benefits and facilities and services we offer.
- How we adapt teaching and learning to ensure the delivery of information to pupils with disabilities is just as readily accessible as to those pupils without disabilities.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing all pupils' individual attainment and progress towards their goals each term at Pupil Progress Meetings
 - Reviewing the impact of SEND interventions each term
 - Monitoring of SEND provision by the SENCOs, Middle Management and Senior Leadership Teams
 - Using and monitoring Provision Maps to record interventions
 - Holding annual reviews for pupils with EHC plans
 - Termly Early Help Reviews (where appropriate)
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- Termly meetings with class teachers
- Termly SNA meetings

Enabling Pupils with SEND to Engage in All Activities

Children with SEND are encouraged to attend all of our extra-curricular activities including our before-and after-school clubs. If needed, SNA's will accompany pupils to these to support and facilitate their participation.

School trips and visits are available to all our pupils.

All pupils in Year Six are encouraged to attend our annual residential trip. SNA support will be provided to any child with an EHCP.

No pupil is ever excluded from taking part in any school activity because of their SEND or disability.

The school is fully accessible for pupils, parents or staff with physical disabilities or wheelchair users.

Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Participation in all aspects of school life with additional support, if required
- Mental Health and Wellbeing support from our trained Wellbeing Lead
- Pastoral Team support to promote friendships, improve self-esteem, support with anxiety and to support children dealing with bereavement
- Behaviour Lead to support with anger management and peer mediation and to monitor behaviour to ensure there are no incidents of bullying
- Interventions to support social and emotional wellbeing from Woodbridge Outreach and Behaviour Support Services

The school has achieved the 'Wellbeing Award'. The school has a zero tolerance approach to bullying. (See also Behaviour Policy, PSHE Policy and Wellbeing Policy).

Working with Other Agencies

The school will work with and support the work of any other body in order to ensure the best possible provision for our children. This includes health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. If the issue is not resolved satisfactorily then the complainant will be referred to the Headteacher and the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child/children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details of Support Services for Parents and/or carers of Pupils with SEND

Contact details for raising concerns

SEND – Jen Hayes, 01204 333494.

Safeguarding – Ross Powell (Deputy Headteacher), 01204 333494.

You can also send an email to office@st-marys-deane.bolton.sch.uk and use FAO Jen Hayes/Ross Powell (confidential) as the title.

The local authority local offer

Our contribution to the local offer is available on the school's website.

Our local authority's local offer is published here: [BOLTON SEND LOCAL OFFER](#)

Monitoring Arrangements

This policy and information report will be reviewed by the SENCO Team **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with Other Policies and Documents

This policy links to:

- Behaviour Policy
- Wellbeing Policy
- Safeguarding and Child Protection Policy
- PSHE Policy
- SEND Offer