

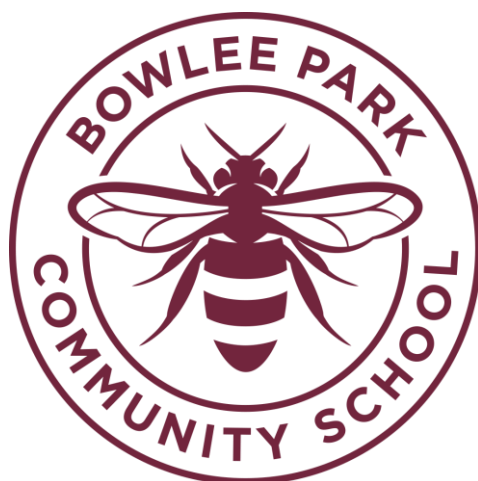
Special Educational Needs and Disabilities Policy and SEN Information Report

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 23: 'A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.'
Article 29: 'Education must develop every child's personality, talents and abilities to the full.'

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe



Approved by:	Mrs Hartshorne	Date: 06.05.25
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims and objectives of our arrangements for pupils with SEND are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully plan provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of support/intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

2. 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

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

4. Roles and responsibilities

4.1 The SENCO

The Special Educational Needs Coordinators (SENCOs) are: Mrs Butler, Mr Fairhurst, Mrs Taylor, Mrs Metcalfe, Mr Turner and Mrs Crombie.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN 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 SEN and/or a disability

4.4 Class teachers

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 SEN policy

5. SEN information (SEN Information Report)

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum conditions 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

5.2 Identifying pupils with SEN and assessing their needs

When pupils have identified SEND before they start our school, we work with the people and agencies who already know them and use the information already available to identify what their SEN will be in our school setting.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 (when appropriate) and their parents/carers. 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (when appropriate) and their parents/carers when identifying whether they need 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' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- A record of these early discussions will be added to the pupil's record.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 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 or subject 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/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

When pupils have identified SEND before they start our school, we work with the people and agencies that already know them and use the information already available to identify what their SEN will be in our school setting. Parents and children are welcome to look around Bowlee Park Primary School and see the provision we offer and judge if they feel we can meet the needs of their child. Pupils, if particularly worried or anxious, will be offered some transition visits and an opportunity to meet their new class teacher and class mates.

As children leave our school and move to Key Stage 3, our staff contact the secondary school SENCO/inclusion manager/pastoral lead and a meeting is arranged prior to transition so that any necessary information can be shared. In most cases the secondary school SENCO/Year 7 Pastoral Lead will arrange meetings with parents who have additional needs and send representatives to come into school to talk to their potential new pupils. Children will get the opportunity to spend a day in their new schools/settings so that they become familiar with their new environment. Many secondary schools offer additional visits for children with additional needs. Relevant paper work is guaranteed to be passed on to them and they are made aware of any special requirements, both educationally and pastorally.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's SEN. All our staff are trained so that we are able to adapt to a range of SEN such as: specific learning difficulties (SpLD) (including dyslexia); autistic spectrum condition (ASC); speech, language and communication needs (SLCN) and social, emotional and mental health difficulties (ESMH).

High-quality adaptive teaching is our first step in responding to pupils who have SEN. This may be differentiated further for individual pupils. All pupils at Bowlee Park Primary School benefit from a range of evidence based teaching and learning strategies: adaptive teaching approaches to enable pupils to access age related content; a differentiated curriculum only when required; a range of adapted learning materials (for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; intervention and coaching programmes; access to ICT; setting in some year groups; and a broad range of extra-curricular activities.

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. When needed we provide structured programmes and interventions such as:

- Maths – Power Maths, Maths Coaching Sessions, Numicon, Power of Two and Precision Teaching.
- Reading/Writing – Read Write Inc 1:1 Tuition, Accelerated Writing Coaching, Precision Teaching, Reading/Comprehension Boosting Programmes, 1:2 Teacher Tuition for Writing and Toe by Toe.
- Phonics/Spelling – Multi-sensory programmes and phase based spelling intervention.
- Language and Communication – Black Sheep, BLAST, Lego Therapy, Blank Level Questioning, Listening Group, Sliding In, Talk About, Sensory Diets and Language for Thinking.
- Emotional, Social and Mental Health Education – Talk About, Circle of Friends, Lego Therapy, SEAL, Social Stories, Quiet Room, Transformative Play, ELSA materials and Comic Strip Conversations.
- Fine Motor Skills – OT intervention programmes, Write from the Start and Dough Disco.

We use the cycle of ‘assess, plan, do, review approach’ for children with a special educational need. There is a clear assessment continuum in place to support staff to effectively assess pupils and ensure their needs are accurately identified. Following assessment, staff plan appropriate support and provision matched to individual needs. Intervention and support for pupils with SEND is identified and tracked using a whole school ‘Provision Map’. This sets out the provision available at a universal (Wave 1), targeted (Wave 2) and individual (Wave 3) level. Staff use it to identify the support a child needs.

We use Pupil Profiles, Individual Education Plans (IEPs) and Boxall Profiles to record and share the needs, targets and provision staff have identified for individual pupils. Our approach is as follows:

- Our Pupil Profiles record provision and support which is additional to or different from the adapted/differentiated curriculum plan which is in place as part of provision for all children. It outlines a child’s needs and support strategies. Some children only require a Pupil Profile and don’t need an IEP.
- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
- Our IEPs will only record that which is additional to or different from the adapted/differentiated curriculum plan as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our Pupil Profiles and IEPs will be accessible to all those involved in their implementation – pupils should have an understanding or awareness of the target. These will be shared in different ways depending on age/need etc.
- Our Pupil Profiles and IEPs will be based on informed assessment and will include the input of outside agencies (when appropriate).
- Our Pupil Profiles and IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited.
- Our IEPs will have a maximum of four termly targets however, in some instances, there may need to be more targets.
- Our IEPs will specify the support and provision to allow the child to work towards the targets.
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through: discussion between teaching staff and SENCOs; discussion, wherever possible, with parents/carers and pupil; discussion with any other professionals involved.
- Our IEPs will be reviewed termly by class teachers in consultation with the SENCo/senior leaders, parents and the child.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. This may particularly be the case where outside agencies have been

involved in assessing the pupil or contributed to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority.

Pupils with an Education Health and Care Plan will have an 'EHCP Support Plan' which identifies the long-term outcomes for the child and linked short term targets. These are reviewed with parents/carers termly. In addition to this, pupils with an EHCP will have an Annual Review of their plan. Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through pro-active additional SEN Support using our devolved budget at an earlier stage. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

5.7 Adaptations to the curriculum and learning environment

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

- Adapting and differentiating (only when needed) 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, environment and staffing for individual pupils or needs.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting and differentiating (only when needed) our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, guided practice etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver high quality support in class and specific interventions. Teaching assistants will support pupils in small groups as part of our regular provision for pupils with SEN and will support pupils on a 1:1 basis when this is needed due to the severity and complexity of their needs.

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

- School Nursing Team
- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- Rochdale Additional Needs Service (RANS) including specialist teams for ASC, Hearing, Visual and Physical Impairments
- Social Care
- Paediatrician – accessed via school nurse and/or GP's
- SENDIASS (Rochdale SEND Information, Advice and Support Service)
- Healthy Young Minds/CAMHS (Child and Adolescent Mental Health Services)
- Family Support Workers
- Children with Disabilities Team (CWDT)
- Rochdale Early Help

5.9 Expertise and training of staff

The school lead SENCO holds the National Award for Special Educational Needs Coordination and is experienced in this role. They are allocated sufficient time to lead and manage SEN provision.

We have a team of teachers and teaching assistants, who are trained to deliver SEN provision.

Staff are consulted on their SEND training needs and an annual programme of professional development is devised to support staff to deliver high quality teaching and support for pupils with SEND.

5.10 Securing equipment and facilities

We will use the funding for all pupils, including those with Special Educational Needs and disabilities, to meet the needs of the majority of pupil's special educational needs.

We use the funding primarily on staffing costs. Through this we offer a wide range of support for SEN pupils, including: securing specialist equipment and facilities; speech and language therapy; small group support by teaching assistants; 1:1 support; accelerated learning/coaching sessions; specialist teaching; and family support.

We use some of the funding to buy specialist resources and facilities for SEN children (such as writing slopes, magnifiers, physical aids etc.) and a small amount for staff training. In addition, the funding is used to pay for external services such as Educational Psychology and the Rochdale Additional Needs Service.

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there may be additional funding allocated following an Education, Health and Care (EHCP) needs assessment. This additional funding must be used to support the child/ young person to meet the outcomes identified in an EHCP.

If a child has an EHCP, parents and the child/young person will be involved in the planning process and have an opportunity to say how they think the resources should be used to best meet their child's needs. Parents of children and young people can request that this additional resource is delivered through a personal budget. This must be used to fund the agreed plan and must be with the agreement of the Headteacher of the school.

5.11 Evaluating the effectiveness of SEN provision

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

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions on a regular basis
- › Using pupil questionnaires
- › Monitoring by the SENCO(s) and senior leaders
- › Using Individual Plans to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day, school performances, special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We plan ahead to ensure that all of our extra-curricular activities are available to all our pupils and are carefully adapted for all of our children including those with specific needs. We ensure children with disabilities are not treated less favourably than other pupils. The extent to which each child participates and the levels of support received will vary between children, but we adapt and differentiate the activities, experiences and expectations to enable all children to take part.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see the Admissions Policy for the school which can be found in the policy section of the school website).

Information about the accessibility of the school environment can be found in the school 'Accessibility Plan'. This outlines the facilities we provide for pupils with disabilities such as accessible changing facilities etc.

5.13 Support for improving emotional and social development

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

- Children follow a structured Personal, Social and Health Education curriculum in school that educates children in key areas such as keeping safe, bullying etc.
- Some children may be set specific targets for their emotional and social development and access provision to help them make progress towards these.
- Some children will have specialist assessments such as the Boxall Profile or SDQs to gain a better understanding of their needs.
- We are a Rights Respecting school and promote this throughout the curriculum to enable children to understand and advocate for their rights.
- We teach and promote both British Values, our Bowlee Park Values and character education.
- Teachers and teaching assistants are readily available to discuss issues and concerns with children and this is encouraged.
- Extra adult supervision from teaching assistants and teachers at lunchtime to support children who find social times challenging.
- Use of supportive Behaviour Logs with 1:1 mentoring.
- If a pupil has a medical need then a detailed Health Care Plan is compiled.
- Wishes and Feelings Programme.
- I am Special Programme.
- Specialist advice to implement programmes such as 'Emotion Coaching'.
- Think Good Feel Good Programme.
- SEND pupil survey and pupil discussions to establish views and areas of concern.
- Our school policies address a variety of issues including bullying.
- Support by our Family Liaison Officers.
- Pupils with SEN are encouraged to be part of the Rights Respecting School Council and other representative bodies
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behaviour and social needs of our children. However, we also have good working relationships with a range of external support services and welcome opportunities to work cooperatively to gain the best outcomes for our children. The school currently accesses a range of specialist services including but not exclusive to:

- School Nursing Team
- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- Rochdale Additional Needs Service (RANS) for ASC, Hearing, Visual and Physical Impairments
- Social Care
- Paediatrician – accessed via school nurse and/or GP's
- SENDIASS (Rochdale SEND Information, Advice and Support Service)
- Healthy Young Minds/CAMHS (Child and Adolescent Mental Health Services)

- Family Support Workers
- Children with Disabilities Team (CWDT)
- Rochdale Early Help

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to a member of the Senior Leadership Team in the first instance. They will then be referred to 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 children. They can make a claim about alleged discrimination regarding:

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

5.16 Contact details of support services for parents of pupils with SEN

Rochdale SENDIASS can provide independent information, advice and support on all matters related to SEND. They can also support you with a complaint. They can be contacted at:

Telephone 01706 769634
Email rochdale.sendiass@barnardos.org.uk
Website <https://www.barnardosendiass.org.uk/rochdale-sendiass/>
Address Barnardos
 Blue Pit Mill
 Queensway
 Rochdale
 Greater Manchester
 OL11 2YW

5.17 Contact details for raising concerns

Mrs Butler- across school

Nursery, Reception and Y1 Mrs Crombie Y2 and Y3 Mrs Metcalfe Y4 Mr Turner Y5 Mr Fairhurst
 Yr 6 Mrs Taylor

5.18 The local authority local offer

All local authorities have published a local offer which provides information and advice on the services and provision available in their area for children and young people with Special Educational Needs and/or a disability (SEND). Our local authority's local offer is published here:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND leader **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Complaints Policy
- Admissions Policy