



## SEND POLICY

<b>Policy Reviewed:</b>	September 2025
<b>Next Review:</b>	September 2026

## **Mission Statement**

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

September 2022

**Red Lane Primary School,**

**Red Lane**

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**Bolton**

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**Head of School: Mrs R Driver**

**SENCOs: Mrs Healey, Mrs Beswick**

The following actions are in place to support the learning of the SEN pupils after coming back to school in September;

1. Preparation- e.g. intervention packs for SEN pupils, speech programmes
2. Planning- with external agencies e.g. Educational Psychologist
3. Provision- for pupils returning to school
4. Support for parents- e.g. phone calls, leaflets

## **SECTION A SCHOOL ARRANGEMENTS**

### **A1: Definition and Aims**

Red Lane Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

The SEND policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Board will ensure that appropriate provision will be made for all pupils with SEND.

## THE SEND AIMS OF THE SCHOOL

- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To promote effective partnerships and involve outside agencies when and where appropriate.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

All staff, governors, parents and pupils were involved in developing the SEND policy.

At the planning meeting Governors allocate responsibilities and appoint an SEND Governor who then meets termly with the SENCO. The Executive Head Teacher regularly updates the governors on SEND pupils' provision, achievements and progress. She also updates the Governors on the SEND improvement plan. The SEND policy has close links with the equal opportunity policy and schemes, behaviour and anti bullying policies and is included in the schools Teaching and Learning policy and all other curriculum policies.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

### Well being

To respond to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders/ pupils.

### **A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

### **Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

- For a child under two, educational provision of any kind

Red Lane Primary School knows and believes children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Red Lane Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

## **A2: Roles and Responsibilities**

The SEND team of the school is:

*SEND Coordinator (SENCO)*

*Mrs Healey and Mrs Beswick*

*SEND Governor: Mrs Tuckley*

### **THE ROLE OF THE SENCO**

The SENCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Managing Teaching Assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to INSET.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEND is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## THE ROLE OF THE GOVERNING BOARD

The Governing Board's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

## THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop Learning plans for SEND pupils. *The extent of the SENCO's involvement is at the discretion of the school.*
- Working with SEND pupils on a daily basis to deliver the learning targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

## THE ROLE OF THE EXECUTIVE HEADTEACHER AND HEAD of SCHOOL

The Head teacher and Head of School responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Board well informed about SEND within the school
- Working closely with the SENCO/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### A3: Co-ordinating and managing provision

Red Lane Primary School recognises the SENCO to have a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

At Red Lane Primary School SEND provision is an integral part of the School Improvement Plan.

### A4: Admission arrangements

The Local Governing Board believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without a Education Health Care Plan must be treated as fairly as all other applicants for admission.

Red Lane Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a Education Health Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **B1 Allocation of Resources**

Red Lane School receives funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils
2. The delegated SEND budget covers the additional support required by some pupils.
3. Specific funds allocated to pupils with statements / Education Health Care Plans and Pre-School Inclusion Funding.
4. The school receives additional funding from the Government due to derivation factors.

The Code recommends that 'it is good practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEND. The DfE state that 'core or base budget' refers to sources 1 **and** 2 above.

The Local Governing Board ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Red Lane Primary School follows SEND Code of Practice to ensure that all pupils' needs are appropriately met.

It is the SENCOs responsibility to manage SEND resources efficiently. Through managing the budget for SEND and distributing the resources fairly according to need. It also involves advising the Governors and colleagues of any additional resources received or required. This is achieved by:

- Identifying the SEND within school
- Evaluating present resources
- Organising present resources
- Identifying gaps
- Identifying the personnel needs
- Reviewing regularly

### **B2: Identification, Assessment and Review**

#### **(a) SPECIAL EDUCATIONAL NEED**

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Emotional, Social and Mental Health
- Sensory and/or physical

The SEND Code of Practice makes it clear that

'All teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

### **(b) EARLY IDENTIFICATION**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.

*Reference to assessment tools used would be appropriate here, such as:*

- *Screening /diagnostic tests*
- *Reading and spelling tests*
- *NFER non verbal reasoning tests*
- *Information from outside agencies e.g. Ladywood Outreach Service, Behaviour Support Service, Speech and Language Service and Educational Psychologist, Paediatricians.*
- *Reports or observations*
- *Records from previous schools, etc.*
- *Information from parents*
- *External exam results*
- *Pupil portfolios*

### **(c) SEND PROVISION**

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when ([see assessment policy](#)). The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

#### **(d) THE RANGE OF PROVISION**

**The main methods of provision made by the school are:**

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or intervention work for English and Mathematics
- In-class support with adult assistance
- Attendance at a specialised unit outside of the school, full- or part-time e.g. COG, PRU
- Support from specialists within class or as part of a withdrawal programme e.g. Ladywood Outreach Service. Behaviour support service, or Speech and Language Service.
- The schools part time counsellor and Reflexologist.

#### **(e) ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Support staff are used in a variety of ways to support SEND pupils at Red Lane:

They work with small groups or on a one to one basis daily.

Playground support.

Listening and speaking support

Numeracy and literacy booster support

Sit close by a pupil on a main input session and act as a prompt or interpret what the teacher may be saying or asking.

#### **NATURE OF INTERVENTION**

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

#### **(f) Learning Plans**

Strategies for pupils' progress will be recorded in a passport containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The passport will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The passport will be discussed with the pupil and the parent.

**(g) REVIEWING Learning Plans**

Learning plans will be reviewed *termly*, *three* of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

**SEN SUPPORT**

**SEND** is characterised by a sustained level of support and, where appropriate, the involvement of external services.

Placement of a pupil at this level will be made by the SENCO after full consultation with parents at a SEND meeting. External support services if appropriate will advise on targets for a passport and provide specialist inputs to the support process.

SEND intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. This can be done using the Early Help Process. The resulting Learning Plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

**(h) REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND
- The pupil's learning plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history

- Attainment
- English and Mathematics attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the child
- Children's services reports
- Any other involvement by professionals

An Education Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health Care Plan.

An Education Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in a Passport
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

#### **(i) REVIEWS OF Education Health Care Plans**

Education Health Care Plans must be reviewed annually. The LA will inform the Executive Headteacher at the beginning of each school year of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the Learning targets
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. The Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6.

This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education Health Care.

### **B3: Curriculum Access and Inclusion**

Red Lane Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Red Lane Primary School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.

### **B4: Evaluating success**

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Pupil progress on the SEND List
- Consideration of each pupil's success in meeting Passport targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Profile that parents can access.
- The School Improvement Plan/SEND Improvement Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals
-

### **B5: Complaints procedures**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **C1: Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils (see training plan). Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Local Governing Board will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Improvement Plan

### **C2: Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRU)
- Ladywood Outreach
- Speech and Language
- Occupational therapy
- Behaviour Support Service
- Nurture Group (COG)

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services

- Early Intervention Team
- Children's Services
- Children's Centre
- Other groups or organisations
- Health Services

### **C3: Partnership with parents**

Red Lane Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the Bolton Information and Advisory Service for SEND (I.A.S. /Parent Partnership service), to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'

### **C4: The voice of the child**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter and become confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Red Lane Primary School, we encourage pupils to participate in their learning by reflection, journals, discussing targets, discussing their work and visual aids.

### **C5: Links with other schools and transfer arrangements**

Schools should give details of their particular transfer arrangements. There are new statutory arrangements for Annual Review of pupils who have an EHCP in Y6 or at phase transfer, bearing in mind the following requirements of the Code:

For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year previous to transfer so that parents can consider options at the same time as other parents.

It is good practice for the SENCO of the receiving school, where possible, to attend a final annual review in primary school of pupils with statements for whom the particular school has been named.