

SPINDLE POINT PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY 2025-26

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PHILOSOPHY

Everyone at Spindle Point School is committed to providing the conditions and opportunities to enable any child with Special Educational Needs (SEN) to be included fully in all aspects of school life. It is our ethos that all members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all. Our school mission statement is:

Aiming high

Building confidence

Caring for each other

At Spindle Point we ensure that *“every teacher is a teacher of every pupil, including Special Educational Needs”* in line with the Code of Practice 2014.

AIMS

Our aim is to raise the aspirations of and expectations for all pupils with SEN by ensuring that:

- All children have access to a broad and balanced curriculum.
- All children are treated equally and are given equal opportunities to achieve their full potential, providing a focus on outcomes for each child.
- A secure environment is in place in which all children can develop self-confidence, self-esteem and a positive self-image.
- Children are involved, appropriate to age and ability, in the implementation, monitoring and review of any provision made for SEN.
- Parents and carers feel part of their child's education and development.

OBJECTIVES

- To identify and provide for pupils who have Special Educational Needs and other needs, working to the guidelines set out in the Code of Practice 2014
- To operate a “whole pupil” approach to the management of Special Educational Needs
- To provide a Special Educational Needs Coordinator who will work within the SEN inclusion policy
- Identify those children who have SEN as soon as possible
- Provide intervention at a suitable level when a child is identified as having SEN
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access curriculum, including the National Curriculum
- Use resources effectively to support children with SEN
- Assess and keep records of the progress of children with SEN
- Work with outside agencies who provide specialist support and teaching for children with SEN

- Inform and involve the parents of children with SEN so that we can work together to support our children
- Encourage active involvement by the children themselves in meeting their needs
- Provide ongoing training for all staff working with children with SEN

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Approximately one in five children will have SEN at some time during their school career.

Children with SEN will have learning needs or physical disabilities which make it harder for them to learn than most other children of their age. For this reason, they may need extra help. For example with their learning, with understanding of information, with remembering information, managing behaviour or organising themselves etc. This extra provision is put in place to support children to be able to access the curriculum and to make progress.

There is a single School Based Category of Special Educational Needs Support for all children with SEN. Children's needs are identified by considering the whole needs of the child, not only special educational needs.

There are 4 areas of need, where children may have difficulties:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Looked After Children and those in receipt of Pupil Premium Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEN.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register.

Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least termly. Where a child has Health & Care Plan, a Person Centred Review will be carried out.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from**, the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the School Offer published on the school website.

A GRADUATED APPROACH TO SEN SUPPORT

All class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

In providing support that is **additional to** or **different from** the universal offer, the following 4 stage process will be used:

Assess, Plan, Do and Review

This involves:

Assess –Taking into consideration all information gathered about the child, assessments of attainment and progress, Class Teacher input, SENCo advice, discussions with parents / carers.

Plan – Identifying the barriers to learning, establishing intended outcomes for the child and detailing the specific additional support to be provided to enable the child to make greater progress.

Do – Implementing the agreed support and interventions as detailed in the SEN Offer.

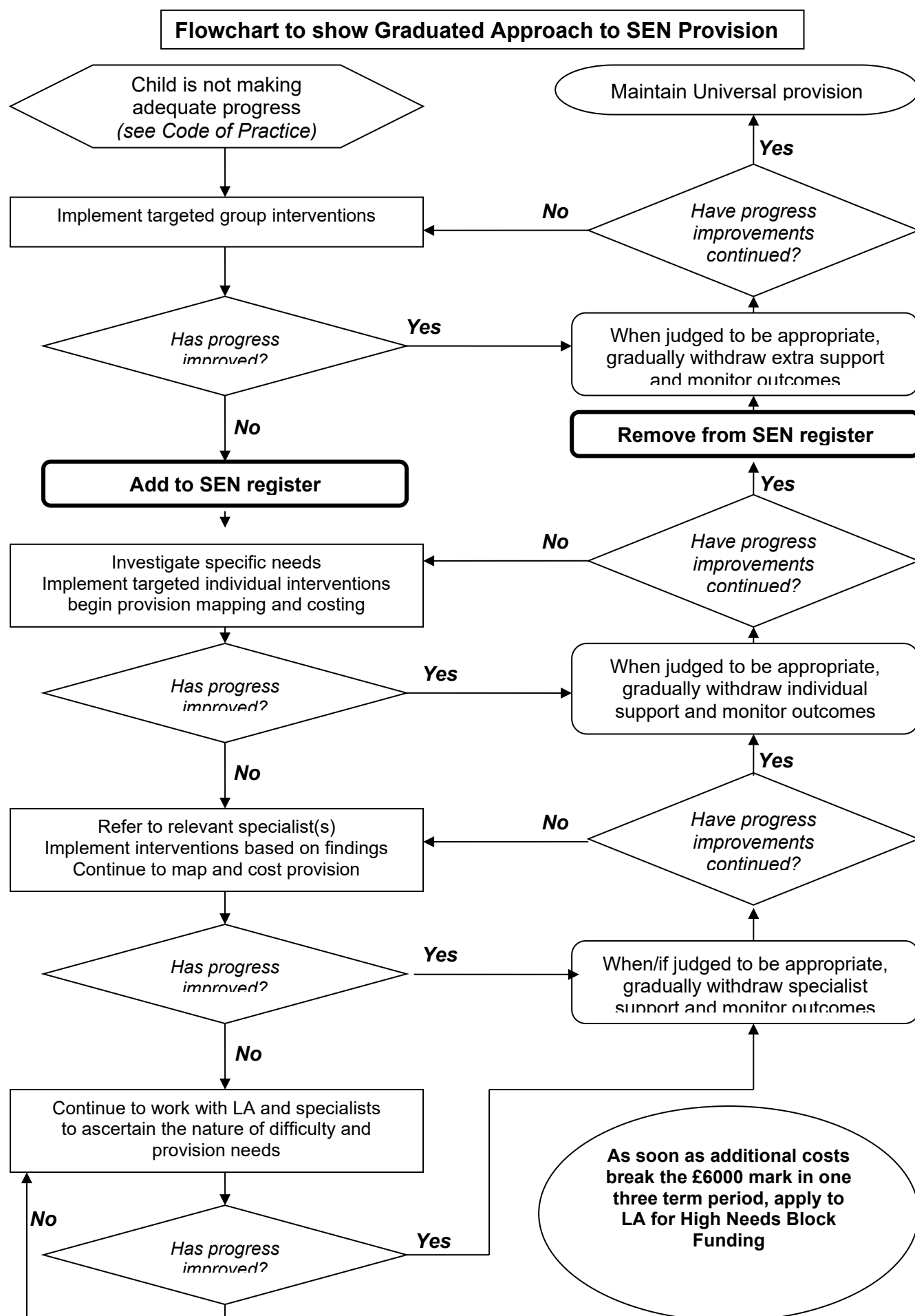
Review – Measuring the impact of the support provided and considering whether changes to that support need to be made

Further individual and small group interventions and support will be put in place within the school by the Class Teacher, with advice and support from the SENCo. A SEN Provision Map will record this support and progress towards specific outcomes. Where the child still fails to demonstrate progress, a referral will be made to the relevant specialist service. Parents will be involved in the completion of passports and referral documentation such as Single Agency Referral or Early Help Assessment Form.

When it is judged to be appropriate and the child begins to make good progress, individual support may gradually be withdrawn and the outcomes monitored.

The school will continue to work with the Local Authority and specialists to ascertain the nature of difficulty and provision needs, whilst monitoring and evaluating the impact of support or interventions on the child's progress and learning. When it is judged to be appropriate and the child begins to make good progress, specialist support will gradually be withdrawn and the outcomes monitored. As soon as the additional costs required to provide the appropriate provision and support needed are greater than £6,000 in one three term period, an application will be made to the Local Authority for High Needs Block Funding.

This Graduated Response to SEN Provision is outlined in the Flowchart below:



MANAGING PUPIL NEEDS ON THE SEN REGISTER

The SENCO will be responsible for making and keeping an up-to-date Register of SEN and will also be responsible for the transfer of relevant information when a child on the Register moves to another school.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties to all children with Special Educational Needs and will ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Provision Maps are put in place and monitored by the Class Teacher, working alongside the SENCO and other agencies, for children with SEN and updated on a regular basis. These are ongoing records towards specific outcomes for the child and records of impact from interventions are included.

Meetings will be held for parents/carers with the Class Teacher to discuss and review provision and progress towards the set outcomes, termly. This is additional time to Parents Evenings held for all pupils each term.

For children with an Education Health and Care Plan, or children where outside agencies are involved, an Individual Costed Provision Map will be put in place by the SENCO.

Pupil Progress Meetings are held termly and the progress and attainment of SEN pupils is rigorously monitored and evaluated.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN AND SUPPORTING FAMILIES

Children who transfer to our school can be assessed on entry if considered necessary, or may be automatically included in our Register if already registered by their previous school.

The school follows the Local Authority's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.

For further information about Bolton Local Education Authorities provision for pupils with SEN:

<http://www.bolton.gov.uk/website/pages/Specialeducationalneedslocaloffer.aspx>

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 children may also have special educational needs and need an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

The Governing Body is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. At present all of the school is accessible to children in wheelchairs.

ROLES, RESPONSIBILITIES AND RESOURCES

Role of the Governing Body

Carol Burrows is the Governor with responsibility for SEN and will meet with the SENCO in order to be well-informed about the school's work in relation to SEN. The Governing Body, in co-operation

with the Head Teacher will take overall responsibility for developing and implementing the school's SEN Policy.

The Governing Body will:

- Have regard to the provision of the 2014 Code of Practice.
- Monitor that the necessary provision is made for any pupil who has SEN.
- Monitor, through the Head Teacher, the implementation of the school's SEN Policy.
- Review the Special Educational Needs Policy annually and display the Policy on the school website.

Role of the SENCO

The SENCO is responsible for the day to day operation of the school's SEN policy, and coordinating the provision for children with SEN by: -

- Monitoring SEN through each Key Stage and liaising regularly with all staff.
- Completing regular audits of children with SEN.
- Keeping and updating SEN files.
- Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for children with SEN and carry out their responsibilities for the day to day teaching of SEN children
- Advising and supporting colleagues on matters relating to SEN.
- Being involved and contributing to the regular reviews of children with SEN.
- Liaising with educational, medical, welfare and other support agencies.
- Liaising with parents and carers.
- Regularly reviewing, and updating the SEN Policy and SEN Information Report.

Role of the Head Teacher

The Head Teacher has responsibility for the daily management of all aspects of the school's work, including provision for SEN pupils. The Head Teacher liaises between the Governing Body and the SENCO. The Head Teacher is responsible for managing the Pupil Premium Grant and Looked After Children Funding.

Role of the Support Services

The Educational Psychologist, Ladywood Outreach, Speech and Language Therapy Service and Behaviour Support Service visit the school regularly to assess, monitor or work with individual children, and to advise the Class Teachers and SENCo.

We work in partnership with the school nurse team to support children where necessary.

TRAINING AND RESOURCES

FUNDING

The first £6,000 of additional funding for SEN children (above and beyond the average educational funding per child of £4,000) should be met by the school from the dedicated schools grant. Where the value of a child's additional needs are greater than £6,000, then the child is classified as a "High Needs" child and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents.

TRAINING

A programme of ongoing training is in place to ensure our staff have the appropriate skills and knowledge to support children with SEN. Specific training for different types of SEN will be prioritised

according to the needs of the children. The Governor with responsibility for SEN will also undertake relevant training. The SENCo will work collaboratively as part of the SENCo Cluster Group to develop provision and share good practice with other schools.

EQUAL OPPORTUNITIES

Spindle Point aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children.

All children with or without Special Educational Needs receive equality of entitlement to all activities, whether curricular or extra curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

PARENTS/CARERS OF CHILDREN WITH SEN

Parents/ carers will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least termly. Wherever possible, children with SEN are involved in meetings arranged with parents/carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences. Where a child has an Education, Health & Care Plan a Person Centred Review will be carried out.

Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their children's education.

Information for parents/carers relating to the Local Authority and school's provision for SEN is available through the Local Offer and SEN Information Report published on the school website. This gives details of links with other agencies who offer support to the family and the child. The SEN Policy is also published on the school website. A hard copy of the school SEN policy is always available from the School Office.

TRANSITION

Arrangements are made to collect all relevant information and records for new entrants through home visits to the nursery children or school visits for Reception Class. Where a child enters the school after this point, reference to records from a previous school will be accessed.

Transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Transition Days towards the end of the school year, where they will experience their new class environment and become more familiar with their Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school.

Information about Year 6 children with SEN is sent to their secondary school during the summer term. This includes National Curriculum levels, SATs results, Education Health Care Plans, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Where appropriate, meetings are held with the Head of Year and/or SENCO from the secondary schools. Transition work and extra visits to secondary school are arranged by Ladywood Outreach or the SENCO to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.

MONITORING

- The Head Teacher and SENCO monitor the day-to-day implementation of this policy.
- The Governing Body publish the SEN Policy and SEN Information Report on the school website to ensure public accountability.
- OFSTED inspections include the monitoring of SEN.
- The Local Authority reviews Education, Health and Care Plans annually.
- Ladywood Outreach Service monitor the provision made by the school for children who have an Education/Health and Care Plan .

STORING AND MANAGING INFORMATION

In line with Records Management Procedures, all SEN information is stored securely in school. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Children's SEN Files must be kept for 25 years after the date of birth of the child and then reviewed.

DEALING WITH COMPLAINTS

If parents of a child with SEN have concerns about progress or provision, they should:

- Consult the Class Teacher, in the first instance.
- Consult the SENCO
- Consult the Head Teacher

If the problem is still unresolved the complaint should be addressed by the SEN Governor, Carol Burrows, who deals with the complaint following the statutory procedure.

This policy should be reviewed annually.

Reviewed and revised by the Policy Committee:

Date Chair of Policy Committee

Ratified by the Governing Body:

Date Chair of Governing Body