



**Special Educational Needs &  
Disability Policy**

**Reviewed Sep 2025**

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

## **School Vision**

*“We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.”*

Our Christian values and vision statement which are at the heart of all we do. We are passionate about providing an outstanding educational experience for all our children.

Our experienced staff work together to provide an education of the highest quality within the context of Christian belief and practice. Children are encouraged from the beginning to develop positive attitudes to learning and to treat others with understanding and respect. Staff, parents and pupils work together to achieve the highest standards in a stimulating and caring environment.

We are an Inclusive School. Each child is unique; we embrace the challenges each child brings to us and celebrate the diverseness of their individual needs.

## **What are the objectives of this Special Educational Needs Policy?**

- ❖ To implement the principles of the Code of Practice.
- ❖ To define what is meant by the term S.E.N.D.
- ❖ To outline how every child, regardless of his or her special need, will be given an equal right of access to a broad, balanced, relevant curriculum.
- ❖ To ensure that every child has the opportunity to achieve independence, self-determination and personal fulfilment.
- ❖ To ensure that parents/guardians are fully informed and supported in decisions regarding their child.
- ❖ To ensure that, where appropriate, the views of the child are taken into account.
- ❖ To define the role of the S.E.N.D lead.
- ❖ To outline the ‘stages’ of S.E.N.D procedures and staff involved.
- ❖ To ensure that any child will have access to all aspects of school life at Aspull Church Primary School regardless of race, ethnicity, gender or disability.

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 (EHCP) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## **How is 'SEND' defined?**

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching in the classroom.

### **Areas of Special Educational Need**

Special educational needs and provision can be considered as falling under four broad areas.

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

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. Behavioural difficulties do not necessarily mean that a child or young person has a SEN and will not automatically lead to a pupil being registered as having SEN. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

### **What are the admission procedures for children with SEND?**

Where a child with previously identified SEND wishes to become a pupil at Aspull Church Primary School, links will be made with the child's previous educational setting and with medical/social professionals involved. Transition meetings will be held to ensure that resources and facilities are in place to meet the needs of the child wherever possible.

### **How are children with SEND identified and assessed at Aspull Church Primary School?**

Aspull Church Primary School is committed to early identification of Special Educational Needs (SEN). Our school adopts a graduated response to meeting SEN and Disability (SEND) in line with the SEN Code of Practice 0 -25, 2014. At Aspull Church Primary School we consider the needs of the whole child. Concern may be raised from a range of sources:

- Parents/guardians may raise concerns regarding learning difficulties.
- Teachers discuss concerns with SENCO/Headteacher.
- Learning difficulties highlighted through school assessment procedures (see assessment policy).
- Child identified as having SEND by previous school, nursery or playgroup.
- From an involved professional (e.g. doctor or social worker).
- From the child, where appropriate.
- Where a child is identified as gifted, advice would be sought from curriculum co-ordinators to ensure that the child is following the Programme of Study appropriate to their needs.

Once a child is identified as having SEND, the Graduated Approach is used to support SEN and is then followed:

- **Concern** – Concern is raised regarding a child. At this stage adaptive teaching (either by task or level of support) is carefully planned and monitored by the class teacher. Quality first teaching is provided for all pupils, teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, adaptive teaching for individual pupils, is the first step in responding to pupils who have or may have SEN. Trigger to move to Monitor is the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities still makes little or no progress.
- **Monitor** - Class teacher, in consultation with SENCO, devises strategies, evidence based interventions and additional support is put in place to support these children. The assess, plan, do review model is used to implement and carry out interventions. Progress and outcomes of these interventions are monitored by class teacher, SENCO and Senior Leadership Team. Trigger to move to SEN support is after consultation with SENCO and parents a decision is then taken to request help from external support services.
- **SEN Support (K)** – SENCO and class teacher, in consultation with parents, ask for help from external services. IEP devised with support and advice from outside specialists. This outside agencies such as Link Teacher, Speech and Language or Occupational Therapy. Ongoing discussions with parents and school will continue to evaluate the impact of provision put into place. SENCO monitors progress/outcomes and takes lead in liaising with external agencies.
- **EHCP** – Headteacher or parents, with SENCO, refer child for Statutory Assessment. LEA consider the need for an EHCP and, if appropriate, make an EHP and arrange, monitor and review (at least annually) provision.

### **How are parents involved?**

At Aspull Church Primary School we recognise the unique knowledge that parents have of their child and the importance of their views and support, as well as their absolute right to take part in decisions about their child's education. Parents are informed as soon as there is a concern about their child by the class teacher. They are encouraged to work in partnership with the school to overcome barriers to learning, and to seek support from school and voluntary organisations where appropriate. At Aspull Church Primary School we promote the service of Embrace to support families of children with SEN. Also Wigan authority offer support to parents of children who have SEND but do not have an EHCP. This support is known as the local offer. The link for this can be found on the school website.

As well as twice yearly parent's evenings, parents are involved in their child's termly IEP's and encouraged to be involved and comment on the reviewing process. Parents should be encouraged to feel free to discuss their child's progress with staff and be given ideas and resources to support their child's learning at home.

### **How are children involved?**

Wherever possible, the views of the child will be taken into account when planning and reviewing targets. Children should be encouraged to take responsibility for their own learning and to feel that they have a named member of staff whom they can approach to discuss any issues. Children when possible, comment on their IEP targets and review at the end, valuing their views. We

involve pupils in Annual Review Meetings, collecting their views before the meeting and if appropriate inviting them to progress and future provision.

## **Roles and Responsibilities within School**

### **GOVERNING BODY**

Responsibilities:

- Determine school's approach to provision for children with SEND.
- Establish appropriate staffing and funding.
- Maintain general overview of school's work in relation to SEND.

### **HEADTEACHER**

Responsibilities:

- Day to day management of provision for children with SEND.
- Liaison with SENCO.
- Keep Governing Body informed of SEND provision and progress.

### **SENCO**

The SEND subject leader (SENCO) is Mrs Emma Harper.

Responsibilities:

- Day to day operation of the school's SEND policy.
- Liaising with and advising fellow teachers and coordinating provision for children with SEND.
- Maintaining a list of pupils with SEND and overseeing records.
- Liaising (with class teachers and Headteacher as appropriate) with parents of and children with SEND.
- Liaising with external agencies and the Children's support services.
- Ensuring that resources and programmes are suitable to support children with SEND.
- Advising Headteacher and other staff of suitable training to support SEND children.
- Work closely with nominated Special Needs Governor (Mrs Sarah Sutton)

### **TEACHING STAFF**

Responsibilities:

- Understanding and knowledge of SEND policy.
- Creating & delivering programmes of work for SEND children to ensure access to broad and balanced curriculum.
- Monitoring and evaluation.
- Assessment (see assessment policy).
- Liaising with SENCO.

### **How are outside agencies involved?**

Directly funded by the school:

- Specialist SEN TA and Pastoral Lead – Mrs Vaal.
- TAs with different specialisms: Soundwrite Training; ADHD; Autism, Emotional Wellbeing
- Educational Psychology Service

Provided by the Local Authority but delivered in school:

- Targeted Educational Support Service (TESS)
- Sensory Service for children with visual or hearing needs
- Outreach and Inreach services

Provided and paid for by the Health Service but may be delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Speech and Language Therapy

### **Role of the School's Link Teacher**

The school Targeted Educational Support Service (TESS) Link Teacher is Helen Crook.

The Link Teacher visits school regularly to advise class teachers and SENCO with regard to either individual children or groups with SEND. Children should usually be at the monitor stage of the Code of Practice before the TESS link teacher becomes involved and parents must give their written consent for their involvement. The TESS link teacher is able to carry out detailed assessments of student's special needs and to give advice on suitable programmes of learning. She is also able to carry out inset for staff and to support whole school policies for SEND.

### **Educational Psychology Service, Health Professionals, Social Services**

Aspull Church School's Educational Psychologist is Dr Cathryn Booth.

School have links with all of the above professionals and can call on their support and advice regarding particular children. In all cases, parents will be informed and their written consent sought.

### **School Nurse**

The school nurse particularly supports the school concerning children with health and disability needs.

### **Links with other Educational Establishments**

When children with SEND are ready to move to another school (usually at the end of Year 6 when children transfer to High School), Aspull Church Primary School have a number of practices which enable the smooth transition of such pupils. These include:

- Meetings between teachers from Aspull Church Primary School and the 'new' school.
- Units of work (Year 6) designed to facilitate the transition of pupils from one method of working to another.
- Relevant and appropriate documentation passed to new school with meetings between SENCO's as appropriate.
- Where possible, extra transition visits or 'summer camps'.

Aspull Church Primary School is able to call on the services of specialist teachers to provide sessions, where appropriate, for children with very specific needs.

We also have access to an 'outreach' facility from special schools for children with SEND. (e.g. Hope School & Landgate School)

### **How are SEND pupils assessed and monitored?**

The progress of pupils with SEND is monitored in several different ways:

- IEPs are formally reviewed at the end of each term (or sooner if the professionals involved deem it necessary) by the class teacher with the child and parents.
- All class teachers' record outcomes of interventions.
- Regular school assessment procedures (e.g. writing assessments, reading tests etc.) and tracking.
- Additional assessments (e.g. HF word checks, phonological awareness etc.) to focus on specific SEN areas.
- Use of B Squared to record progress where necessary.
- Children with an Education, Health and Care Plan will follow the Annual Review process as laid out in the Code of Practice.
- Some children are also supported through an Early Help Assessment (EHA). A Lead professional is needed for each EHA. Mrs Vaal currently leads on most EHA's in school.

### **How do we ensure access to a balanced curriculum?**

The needs of pupils with SEND are considered at all stages of curriculum development and planning. Staff will, where appropriate, consult Programmes of Study that are suitable for individual children if their need falls outside that of the majority. Children with identified SEND are supported in their learning by the use of several strategies. These may include:

- Use of different/additional resources tailored to child's need (SEND resource library).
- In-class support within small group from teaching assistant.
- 1-1 support in class from teaching assistant.
- Withdrawal from class to work on specific IEP targets.
- Differentiated learning objectives matched to needs of pupil.
- All staff attend, where appropriate, courses to update their knowledge and skills in supporting children with SEND.

### **How do we ensure whole school inclusion for pupils with SEND?**

At Aspull Church Primary School, every effort is made to ensure that pupils with SEND are supported and integrated into the general life of the school, not solely supported in their access to the curriculum. Our approach to this type of support is based on the individual needs of the child, but may include:

- Working with lunch time supervisors to ensure that they are aware of the needs of a particular child.
- Organising a 'buddy' system so that older children (or peers) support children with SEN.
- Ensuring that, if appropriate, a child has 'named' adults to whom they can go for reassurance/support.
- Teaching assistants assigned to specific pupils during breaks and lunch times.
- All our visits, social activities and after-school clubs are made available to all.

### **How is the success of the SEND Policy evaluated?**

The success of the SEND policy is evaluated in several ways by several different people:

- Termly meetings between SEND Governor (Mrs Sarah Sutton) and SENCO to discuss progress, targets and future plans.

- Termly presentation to Governors by SENCO.
- Progress and provision for SEND discussed at regular Senior Leadership Team meetings.
- SEND issues discussed at the start of every staff meeting.
- On-going evaluation of SEND practices and procedures by SENCO.

### **How do we deal with complaints?**

All complaints should be addressed initially to the Headteacher. If the problem is not resolved satisfactorily, the complaint can be sent to the Governing Body Complaints Committee. Complaints against the LEA regarding the EHCP procedure should be forwarded directly to the SEND Department at Wigan Council.

### **Any Questions?**

We hope that this document has answered many of your questions regarding SEND. However, if there is anything that you feel we haven't covered, please feel free to contact the Headteacher, Mr Howard Smout, or the SENCO, Mrs Emma Harper.

The school's SEND report, which provides information about how the school can support you and your child, is available on the school's website at <https://www.aspullchurch.wigan.sch.uk/sen>

Wigan Authority provide a 'Local Offer' that outlines the provision they provide within the Local Authority. <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-andDisability/Local-Offer/index.asp>

### **Review Procedures**

This policy will be evaluated and reviewed every two years.