

Special Educational Needs

Review frequency: The SEN Information Report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible

Approval: Full governing body or proprietor.

Legislation: Maintained schools, academies and free schools – [The Children and Families Act: Section 69](#) and [The Special Educational Needs and Disability Regulations 2014](#)

Also see [The 0-25 Special Educational Needs and Disability Code of Practice](#)

Review Date:	Committee:	Ratified:
14/02/2018	CIC	19/03/2018
27/02/2019	CIC	25/03/2019
26/02/2020	CIC	23/03/2020
10/3/2021	CIC	6/12/2021
9.3.2022	CIC	28.3.2022
8.3.2023	CIC	27.3.2023
27.11.2024	CIC	16.12.2024
26.11.2025	CIC	15.12.2025

Version Control

Current version	Previous version	Summary of changes made
September 2025	September 2024	No changes made. To be reviewed at the CIC meeting
September 2024	February 2023	No changes made. To be reviewed at the CIC meeting
February 2023	March 2022	No changes made. To be reviewed at the CIC meeting
March 2022	February 2021	To be reviewed at the CIC meeting
February 2021	February 2020	To be reviewed at the CIC meeting
February 2020	February 2019	Policy updated by SENCo. To be reviewed at the Spring CIC meeting
February 2019	September 2018	Policy updated by head teacher
September 2018	September 2017	To be reviewed at the CIC meeting
September 17		Policy written in collaboration with Cluster Group SENCOs. Policy reviewed in Sep 16 in consultation with BF SENCO. EHC plan information updated.

At Brownlow Fold we believe that:

- Each child is a valued member of the school community.
- It is the right of each child to receive education appropriate to their needs, with full access to the National Curriculum.
- Each child is given the opportunity and encouragement to do their best.
- The partnership between child/parent or carer/ teacher/school is encouraged and developed.
- There is a co-operative and unified approach to children with Special Educational Needs.
- Children with Special Educational Needs are identified at an early stage in their school life through assessment procedures.
- All members of staff, both teaching and support staff are aware of the importance of providing a secure and stimulating environment for all children, including those with Special Educational Needs.

Objectives

- To work to the guidelines set out in the SEN Code of Practice.
- To ensure that all teachers make provision for children with special needs, ensuring full access to the whole curriculum.
- To ensure regular assessment, planning, delivery and reviewing of progress.
- To ensure regular liaison between the school and other professionals involved in SEN.
- To establish and maintain a working partnership between the child, home, teacher and school.
- To provide support and advice to all staff working with SEND pupils.

The first step to supporting our pupils who have, or may have, special educational needs is high quality teaching which is adapted for individual pupils.

Additional intervention and support cannot compensate for a lack of good quality teaching. Leaders regularly review teacher's knowledge of special educational needs and review understanding of strategies to identify and support children with special educational needs.

Bolton's SEND Handbook provides guidance around identifying dyslexia, dyscalculia, dyspraxia, moderate learning difficulties, speech language and communication difficulties, autism, and ADHD. The handbook also provides guidance that have enabled our classrooms to be set up to support children with a range of additional needs.

Good quality teaching, from a teacher who plans lessons, interventions, assessments and adapts work where necessary, is the first step in how we identify and support children with special educational needs.

Through accessing good quality teaching, it becomes evident if a pupil isn't progressing as expected. A pupil may need some additional provision or support putting in place to help them progress. This is referred to as SEN Support.

SEN support is an approach to supporting children using an ongoing cycle. The cycle is referred to in the Send Code of Practice as the graduated approach, using an 'Assess Plan Do Review' method.

Some children have barriers to learning that mean they have Special Needs and require specific action by our school.

Special Needs provision is that which is additional to or otherwise different from the educational provision made generally for children in maintained schools other than special schools in the areas of Bolton LA.

All teachers are teachers of children with special educational needs.

A child has special educational needs if he/she has a learning difficulty that calls for special educational provision to be made for him/her.

In determining whether a child should be placed on the SEN Register the school will consider the child's need in each of the following areas;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

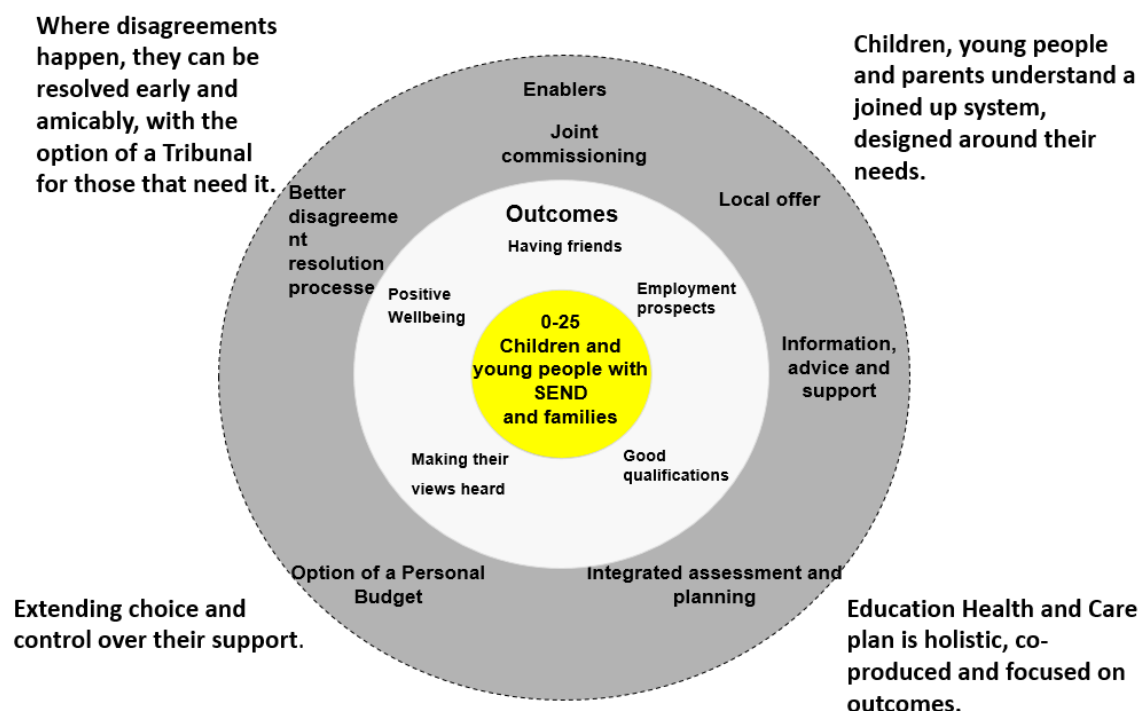
Although the following areas are not considered as special needs, they may present as possible barriers to learning and therefore impact on progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Free School Meal Entitlement
- Children Who Are Looked After

Behavioural difficulties are not included in the Code of Practice. Assessments should determine if any causal factors are underlying the behaviours (e.g. undiagnosed learning difficulties, speech and language difficulties, mental health)

Aims:

- To enable all children to gain access to their entitlement to a broad, balanced, relevant and differentiated curriculum.
- To identify early any difficulties which a child may experience and make appropriate provision to meet those needs.
- To build on the positive attributes of each child in partnership with parents.
- To help each child to develop with confidence and to achieve a high level of self-motivation and self-esteem.
- To ensure every child feels nurtured and supported to achieve their full potential.
- To ensure that each child is valued as an important member of the school community and along with their family, are involved in decisions affecting their future provision.



Educational Inclusion

In our school we have high expectations of all our children. We aim to remove barriers to learning and encourage full participation in all aspects of school life. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through multi-sensory experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and take part in learning effectively and safely;
- Helping individuals to manage their emotions and take part in learning.

Roles and Responsibilities

The Role of the SENCO

The SENCO will:

- Work with the head teacher and governing body to determine the strategic development of the policy
- Assess the impact of the policy by monitoring and tracking progress with the assessment lead
- Identify areas of improvement through the scrutiny of teacher's planning, observations, pupil

response and output and regular analysis of teacher assessments

- Co-ordinate the provision for children with SEN
- Liaise with and advise teachers on SEN provision
- Support class teachers to work closely with parents in support of their child's special need
- Manage learning support staff/key workers with SEN responsibilities
- Co-ordinate the record keeping of all children with SEN

The Governing Body will:

- ensure that necessary provision is made for any pupil who has SEN
- ensure that a responsible 'named' member is identified to monitor SEN provision
- ensure that pupils with SEN are fully involved in school activities as is reasonably practical.
- ensure that parents are notified and agree to SEN provision made for their child
- report to parents on the implementation of the school's policy for pupils with SEN
- have regard to the Code of Practice when carrying out its responsibilities.
- be fully involved in developing and reviewing SEN policy.

The Head Teacher will:

- be responsible for the day to day management of provision for children with SEN
- keep the governing body fully informed about SEN within the school
- work closely with the SEN Co-ordinator (SENCo)
- ensure that the school has clear strategies for working with parents, and that these strategies encourage involvement in their child's education.

Parent Partnership

The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision-making processes which affect them.

From the earliest identification of concern, parents will be involved in any decisions made concerning the provision for their child's individual needs and in reviewing the provision.

Links with other mainstream schools

The school will make every effort to ensure all information regarding pupils with SEN is passed on as early as is possible. Transition arrangements include visits and meetings with relevant staff to share information.

Schools

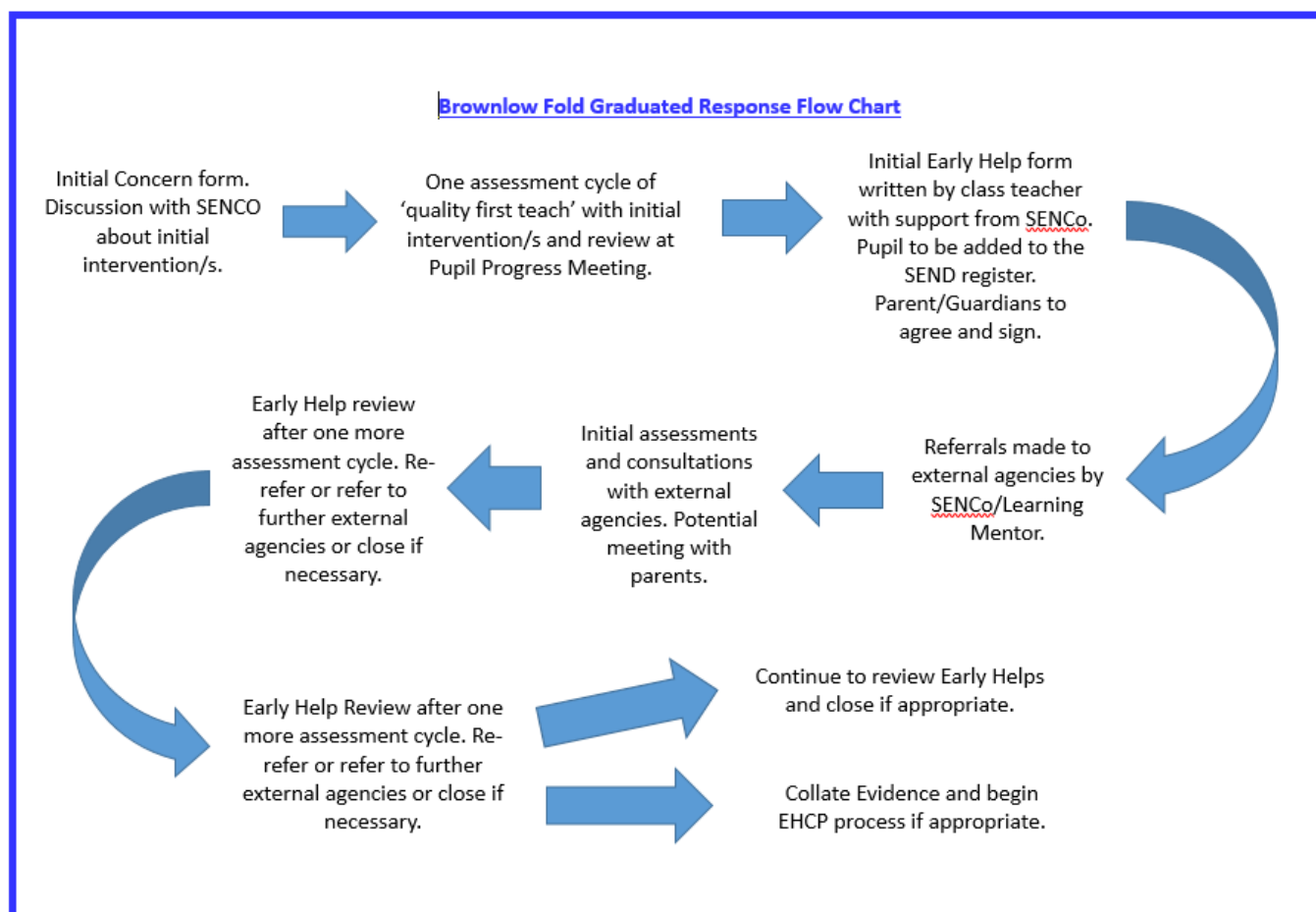
Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from learning support staff or specialist staff.

Effective Whole School Provision is characterised by:

- high aspirations for the achievement of all pupils
- good teaching and learning for all pupils
- provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes
- evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress
- swift changes to provision, in and by individual providers and local areas, as a result of evaluating achievement and well-being

The Graduated Response

Brownlow Fold Graduated Response Flow Chart



Wave One

Teachers provide high quality teaching, adapted for all pupils. Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

The quality of teaching for all pupils, including those with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and professional development for all teaching and support staff.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Wave Two

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is provided.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a learning difficulty. The provision, appropriate evidence-based interventions, will be shared with and

agreed by parents and put in place. Support will be planned and reviewed by the class teacher, along with parents, SENCOs, and, where appropriate, the pupil themselves. Plans for the use of support should relate to a clear set of expected outcomes.

Wave Three

Once the special educational need is identified, four types of action take to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. This includes regular review of the progress made and adaptations to the support provided as required.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

(The Local Offer for school outlines the relevant specialist services)

Where a pupil is receiving SEN support, school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

The provision made for pupils with SEN is recorded and kept up to date. The evidence of the support in place for SEND pupils and the impact of that support on their progress is monitored by the SENCo. The quality and appropriateness of the overall provision will be regularly reviewed and its impact on SEN pupils monitored.

When progress improves and it is appropriate to do so, support will be gradually withdrawn and outcomes monitored. Pupils would then be removed from the SEN register although monitoring would continue to ensure appropriate progress is maintained.

When progress does not improve, even with additional specialist support from the appropriate outside services, additional funding and support from the High Needs category may be needed. All involved parties would agree on this next step process.

Assessments and Education, Health and Care Plans

Nationally, the vast majority of children and young people who have special educational needs are supported under SEN Support. A small percentage of children and young people may have needs that require an additional level of funding on top of the funding that their setting is expected to provide. Where this is the case, an Education, Health and Care Needs Assessment can be requested from the local authority. This assessment may lead to a child or young person being issued an Education, Health and Care Plan.

If a parent or carer has any concerns about the identification of special educational needs, or the support a child or young person is receiving, in the first instance, they should speak to the class teacher or SENCO. For additional advice and guidance parents or carers can contact Bolton's Information Advisory Service. To access parent carer workshops that include SEN Support specific workshops parents or carer can contact Bolton Parent Carers.

Requesting an assessment

An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school.

Considering whether an assessment is necessary

Following a request for assessment, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person. Local authorities must also gather advice from relevant professionals. It must take no more than 20 weeks.

Decision not to issue an EHC plan

Following assessment, if the local authority decides that a statutory EHC plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks.

What are implications for LA and schools?

Bolton Local Authority must publish a Local Offer which provides clear, comprehensive and accessible information listing all available resources for parents, children and young adults to access.

Provision mapping is used to show the range of provision available to pupils with SEND. This allows school to monitor, evaluate and plan the provision for the diverse needs of SEND pupils and raise their attainment. Reviewing the effectiveness of the provisions in securing progress will be part of the assess, plan, do, review approach.

School must ensure a solid evidence base for the interventions on offer.

Where can I find information about Local Authority provision for children and young people with SEN?

<https://www.bolton.gov.uk/sendlocaloffer/>