



POLICY STATEMENT

Special Educational Needs and Inclusion

RATIONALE

At Leverhulme, we adopt a whole school fully inclusive approach to meet the changing needs of individual children. Governors seek to secure appropriate provision for any child with special educational needs in order to ensure that all children have access to the National Curriculum at levels appropriate to their age and ability.

We believe that when governors, staff, support services, parents and children work together as a team, all children can experience increased self-confidence and success. We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We promote an inclusive ethos which underpins practices which increase the learning and participation of all students and minimise barriers to their learning and participation building on quality first teaching.

We also recognise the importance of the early identification of special educational needs and the need for appropriate systems and procedures to promote this principle.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision- making about their special educational provision.

Aims and Objectives

The aims of this Special Educational Needs and Disability (SEND) Policy relate to every child in the school. Its prime aims are to ensure that each child makes at least good progress from their individual starting points and is provided with equal access to the curriculum.

At Leverhulme we aim:

- a) To ensure that parents are kept informed of progress and are fully involved in supporting their child in school and at home wherever possible
- b) To ensure that all staff are aware of the importance of identifying and providing for those children who have special educational needs.
- c) To ensure that, when necessary, there is close liaison with officers of the LA and other outside agencies in order to co-ordinate provision for children with special educational needs
- d) To remove barriers to learning and achievement through our commitment to the nurture and education of the whole child through early identification, support and monitoring.
- e) To enable every child to reach their full potential and that children with additional and extra educational needs have access to a broad, balanced and challenging curriculum.
- f) To ensure that all children with additional and extra educational needs have appropriate provision to enable them to access the Early Years Foundation Stage and/or National Curriculum at their level.
- g) To ensure that all staff are knowledgeable about different areas of need set out in the SEND CoP, and are supported to implement and record strategies.

- h) To ensure that all staff in school have a sound understanding of, and pay reference to, the Bolton SEND handbook, to ensure that children and their families are supported via a 'assess, plan, do, review' (APDR) cycle.

Objectives

The key objectives to achieving the aims are:

- To involve the whole staff in the identification of SEND
- To promote positive attitudes and strategies
- To enable effective communication to take place at all times with those involved with individuals (parents, staff team, outside agencies and the child).
- To have in place procedures to ensure early identification of SEND
- To provide the necessary resources which will allow full access to the Early Years Foundation Stage and the National Curriculum for children with SEND (within the budgetary limitations)
- To have in place procedures that ensure children with SEND are making progress
- To ensure that parents are well-informed and fully consulted about their child's needs
- To promote Quality First Teaching which meets the needs of all learners, including those with an identified SEND.

Roles and Responsibilities

Chair of Governors	Mrs Kath McArthur
SEN Governor	Mrs Elanor Gordon
Head Teacher	Mrs Sarah Curley
SENDCo	Mrs Claire Dickinson

The role of the Governing Body is to:

- appoint SEND governor;
- ensure that the necessary provision is made for any child who has special educational needs;
- ensure that where the Head Teacher has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs;
- ensure, as is reasonably practical, that the buildings are physically accessible to all people;
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources;
- to report to parents on the implementation of the school's policy for children with special educational needs;
- determine the school's general policy and approach to provision for children with special education needs in accordance with the Code of Practice;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- ensure that the views of parents and children are incorporated in the school's general policy and provision as appropriate;

The role of the Head Teacher is to:

- take responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND;
- ensure staff development activities help staff to respond to student diversity;
- keep the governing body fully informed through working closely with the school's SENDCo;
- foster a partnership with parents to ensure that they are consulted and feel confident that their children are receiving the best education possible;

- ensure that barriers to attendance are reduced.

The role of the SENDCO is to:

- work closely with the Head Teacher, fellow teachers and when necessary, outside agencies
- oversee the day-to-day operation of the school's SEND policy;
- co-ordinate provision for children with special educational needs;
- maintain an up-to-date school-based register of children with Special Educational Needs.
- discuss with class teachers on a regular termly basis or more frequently, if necessary, any concerns;
- monitor intervention from teachers and teaching assistants;
- oversee the records of all children with special educational needs; copies are saved on school's computer network and are updated according to need throughout the year by the staff team, children where appropriate and by parents. This information is shared with the child's staff team;
- contribute to the in-service training of staff;
- liaise with external agencies i.e. Educational Psychology Service, Ladywood Outreach, Behaviour Support Service, health and social services, and voluntary bodies;
- seek the active involvement of parents, carers, class teacher and the child in supporting problem-solving and decision-making processes;
- discuss with the Head teacher the needs of individuals with regard to the use of the SEND budget to provide best value;
- ensure appropriate school resources are purchased and distributed fairly to support inclusion within the budgetary limitations looking for best value;
- report annually to the Governing Body, detailing progress made by children on the SEND register;
- annually review the Inclusion and SEND policy;
- monitor planning and work scrutiny termly to ensure Individual 'This is me' outcomes are appropriate and that progress is being made from individual starting points.
- organise child centred reviews.

The role of all teaching and teaching assistant staff is to:

- know the legal definition of SEND and the range of needs relating to the four areas of SEND specified: communication and interaction (CI); cognition and learning (CL); social, emotional and mental health (SEMH); physical and/or sensory (PS).
- be involved in the development of the school's SEND and Inclusion policy and be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND;
- understand the graduated approach of supporting children with identified needs at Leverhulme and be knowledgeable about the strategies which can be used for support, both in quality first teaching, and in intervention programmes
- knowing how and where to get advice on meeting the needs of children with a range of SEND, including the SENDCO and specialist professionals within school and from outside agencies (e.g. speech and language therapists) as well as the Bolton SEND Handbook.
- being able to set appropriate learning objectives and individual targets through differentiation for children with SEND;
- support the identification of children who may have additional needs. This may be, for example, through discussions with the SENDCO or at Child Progress Meetings;
- ensure All About Me documents are routinely implemented, monitored and reviewed for all children in their class on the SEND Register and that these are shared and discussed with all involved;
- complete relevant forms and paperwork for review meetings and outside agencies relating to children with SEND;
- incorporate inclusive strategies in all National Curriculum and Early Years Foundation Stage subjects / areas of learning;

- set suitable learning challenges which are responsive to student diversity and identify such in their planning;
- overcome potential barriers to learning and assessment for individual groups of children;
- ensure lessons are made accessible to all children and develop an understanding of difference;
- have an up-to-date knowledge about effective inclusive practices;
- ensure classroom discipline is based on mutual respect;
- develop resources to support learning and participation;
- support the learning and participation of all children;
- encourage children to appreciate the achievements of others;
- encourage children to take pride in their own achievements;
- attempt to minimise the withdrawal of children for support outside their mainstream lessons;
- help children to learn collaboratively;
- ensure that assessment encourages the achievements of all children;
- plan, teach and review in partnership;
- support the learning and participation of all children.

The role and responsibilities of the parents are to:

- be fully involved in partnership with the school (e.g. attend meetings; share their knowledge of the child)
- have knowledge of their child's entitlement within the SEND framework;
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- play an active role in their child's education
- ensure that all requests for paperwork and further information are completed in a timely manner to support the provision for their child
- ensure that all appointments are attended and information is shared with school.

Identification and Provision

Identification

In identifying children with SEND, the school has regard to the SEND Code of Practice (2014) and Local Authority's guidance for High Needs Funding and Education, Health and Care Plans (EHCP) applications which are detailed in the SEND Handbook.

If a child has an identified Special Educational Need when they start school, the Head Teacher, SENDCo and the child's class teacher will:

- Use information arising from the child's previous education experience to provide starting points for providing provision
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Pay reference to the Bolton SEND handbook, the advice it gives and the APDR cycle.

Identification of Child Needs

It is clear that identification should take place as early as possible. Sources of information will include:

- Class teacher observations
- Data analysis
- Analysis of internal logs e.g. CPOMS (Child Protection Online Management System where SEMH concerns are logged)
- Parent observations
- Previous school records or concerns
- Other agency information e.g. Health Visitor, GP

- Voice of the child
- Any available standardised assessments

Identification Criteria and Evidence

The following are examples of **indicators** that a child **may** have a special educational need. This need may be communication and interaction; cognition and learning; social, emotional and mental health; physical and/or sensory.

- Children who are attaining well below the expected level for their age
- Children who find it difficult to cope with a change in the routine
- Children who find it difficult to stay on task / follow instructions
- Children who find it difficult to make / keep friends
- Children who have difficulty expressing themselves appropriately for their age

Monitoring and the collation of evidence:

The following are ways in which information is gathered and used to provide evidence for the child's attainment and progress:

- Sample of work (subjects causing concern)
- Last results from EYFS assessments or Profile data, SATs or in-house test data
- Current teacher assessment for Maths and Reading and Writing
- For emotional/ social difficulties –incident records, CPOMS records

The **provision** for children with SEND can progress through four stages:

Initial Concerns

Class teacher discusses their concerns with child and parent and a record of the meeting made. Class teacher differentiates tasks and resources in class for the child, providing 'quality first teaching'

Additional support provided through small group/ timetabled intervention/ homework

Monitor progress for one term

An 'initial concern' form is completed which details support provided and its impact. This is saved as an electronic document with agreed actions listed (this may include the delivery of planned interventions to plug gaps in learning, the seeking of informal advice from agencies e.g. School Nurse, or the child may be added to the school's SEND register in consultation with parents/carers).

SEN support

Leverhulme's Wave 2 support.

If progress is still a concern following the monitoring after an initial concern was raised, the child moves to 'Wave 2' (where wave 1 is quality first teaching for all).

The class team complete a 'This is me' provision map detailing information about the child's strengths and area of need; the impact this has on learning / access to the curriculum; and strategies to be used by staff. These are shared with the child, parent/carer, any other adults who will work with the child and SENDCO

Wave 2 support will include some of the following:

- Time for SENDCO to observe/assess children
- Discussion with parents
- Frequent review of planning and subsequent progress
- Intervention groups, supported by TA (either within or outside the class)
- Training/advice for class teacher and for support staff
- Adaptation of work focussed more specifically
- Using specific teaching methods
- Targeting TA support already available in class
- Introduction of supportive resources e.g. talking tin, work station, visual support

The triggers for intervention through Wave 2 will be the teacher's or other's concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not manageable by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialised equipment
- has communication or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Progress will be reviewed during a child's progress meetings.

SEN support

Leverhulme's School Wave 3

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels or Early Years Foundation Stage assessment levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- The child requires support from an outside agency.

The SENDCO and class teacher, together with subject leaders and external specialists will consider a range of different teaching approaches and appropriate equipment and teaching materials.

The external agency may act in an advisory capacity, or provide additional specialist assessment, or be involved with the child directly. Reviews of caseload will take place each term using the Early Help Assessment systems in line with Bolton LA guidelines.

The 'This is me' provision map for the child will set out strategies for supporting the child's progress, and will be, in as far as possible, implemented within the normal classroom setting.

The Bolton SEND handbook will be used throughout this process to ensure that the Local Authority guidelines are met. This document also provides support, advice and potential next steps for the school / child.

Referral for Formal Assessment- High Needs Funding / Education Health Care Plan

When the SENDCO considers referring a child for a statutory assessment, there will be written evidence of:

- The school's action to date
- Provision Map records for the child
- Records of regular reviews and their outcomes
- National Curriculum / EYFS levels
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals e.g. SALT, BBSS

The SENDCO should consider advising the LA that a Statutory Assessment is necessary to meet the child's educational needs.

Children with an Education, Health and Care Plan

Children with higher needs have an EHCP that clearly identifies their educational needs and subsequent provision in a legal document written and agreed by the Local Authority. The SENDCO, along with the Head Teacher, will ensure that appropriate support staff or other resources are allocated to year groups for children with plans. Class teachers should ensure these are used effectively in the classroom to meet the identified needs of the child. The class teacher is responsible for ensuring that all adults working with the child have seen the plan. To support this process, all children with an EHC plan will have their own individual provision map.

Annual Reviews

A person-centred annual review for children with an EHCP plan will normally take place in school and involve the following people:

- Parents
- Class teacher
- TA
- SENDCo
- Other agencies e.g. EP; SALT; WOODBRIDGE OUTREACH; BBSS
- A representative from the LA SEND team may be invited.
- Parents/carers are able to invite a representative to support them through the process. Contact details for the Bolton Information and Advisory Service is provided.

Aim of the Review

- Assess the child's progress in relation to the objectives set in the EHCP
- Review the progress made to meet the child's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, whether to cease, continue or amend
- If appropriate set new objectives for the coming year

Specialist SEND Provision

The SENDCo/ English/ Maths subject leaders / supporting outside agencies will keep staff aware of any new resources and implications of any changes in accepted/ statutory practice relating to SEND.

The school provides teacher and teaching assistant support where a need is identified. Small group focussed teaching, or additional 1:1 support, can be used as an intervention for those children identified as requiring additional support.

Outside Agency Involvement

There is close and regular liaison with the following agencies:

- Woodbridge Outreach - Specialist Support Teachers
- Educational Psychologist
- Social Services
- Bolton Behaviour Support Service
- School Nurse / Health Visiting Team
- Occupational Health Services
- Physiotherapy
- Speech and Language Therapy Support Service- SALT
- Child and Adolescent Mental Health Service- CAMHS
- Paediatric Learning Disability Team
- Bolton Impact Trust – Forwards Centre

Support from additional agencies can and will be sought as needed.

Individual 'This is Me' Provision Plans

Strategies to be employed to enable the child to progress will be recorded within an individual 'This is me' Provision Plan. This document should include information about:

- Possible short-term targets for the child
- Identified strengths and areas of need
- The teaching strategies to be used, including preferred communication style
- The provision to be put in place
- De-escalation strategies to use when nearing, or at, crisis
- When the plan is to be reviewed
- The outcome of the action taken

The 'This is me' provision map should only record that which is additional to or different from the differentiated curriculum plan which is in place as part of the provision for all children.

All provision maps are viewed as a working document and can be added to as provision alters, but are reviewed at least termly. The document is shared at Parent Meetings where parents/carers sign to show they have agreed with the recorded information and actioned provision. Wherever possible the child should also take part in the review process and be involved in setting the outcomes/targets.

Facilities for vulnerable children, those with SEND or who have disabilities

Allocation of Resources

Toilets with access for the disabled are situated in the EYFS, KS1 and KS2 areas. The school has wheelchair access and is all on one level. There are no internal steps. The school can be accessed by a ramp. For further details refer to the school's Accessibility plan.

Resources are allocated according to the needs of individual children. Our main resource (personnel) is deployed on this basis and roles of support staff are reviewed regularly; this may mean that staff are re-deployed throughout the year to meet the developing needs of cohorts, groups of learners and/or individual children. The progress of all children with SEND is monitored through team meetings and class tracking data each term. Interventions for children with SEND who are underachieving are in place. (This is in addition to support given in response to Code of Practice status).

Summary of SEN Stages

Level	Action
Monitoring/ initial concern	Class Teacher (CT) • Identifies child • Consults parent and child • Informs SENDCo – registers child • Monitors and reviews progress • Completes 'initial concern' form SENDCo and Class teacher • Agree next steps relating to initial concerns raised
Wave 2	Class Teacher - SENDCo advice • Collects information on All About Me • Ensures Provision map is drawn up and implemented • Keeps parents informed • Monitors and reviews progress Inclusion team / SENDCo / Class team • May complete an Early Help to record support and concerns

Wave 3	Class Teacher – outside agencies / SENDCo advice • Keeps parents informed • Draws on advice/support from outside agencies • CT / SENDCo with support services monitors and reviews progress via Early Help meetings.
Request Formal Assessment	SENDCO • CT collates information on child for SENDCo, for completion and return of appropriate form to LA • Liaises with the LA's SEN section regarding formal assessment
EHCP	SENDCO maintains lead role • CT draws up Provision map with support from SENDCo • CT/SENDCo keep parents informed • CT manages day to day provision for child • SENDCo/ CT monitor and reviews progress

Tracking progress and Evaluating Provision

In collaboration with the Senior Leadership team, the SENDCo monitors the progress of all SEND children. Child progress meetings take place with class teachers and their line manager. The SENDCo has a meeting to specifically discuss the progress made by the specific groups within school. Targets are set accordingly, using this assessment information. The provision map is updated giving individual specific intervention. Early Help assessment review meetings are held for children accessing support at Wave 3. As noted, EHCP annual reviews take place yearly.

In order to evaluate the effectiveness of the SEND Policy and Provision, the following will be used:

Observations

During the course of a year, teaching staff will be observed in line with the monitoring policy in school. Observations will include the extent to which the teacher is developing the ability and meeting the needs of the SEND children in that class. In addition, all support staff will be monitored by SLT. The SENDCo may observe key children / groups of children to offer advice, seek further clarification or to identify key concerns.

Individual All About Me

Provision Maps are reviewed each term, by the class teacher and parents. The SENDCo will ensure they are shared with parents by the class teacher.

Access to the curriculum

Our curriculum is designed to ensure that every child can experience success. All our classes are mixed ability groups. Grouping within each class is flexible, depending on the subject being taught. For example, a child may be able to work independently in mathematics, require extra help with reading activities and work co-operatively in science. All children participate in every subject. The inclusive ethos of Leverhulme is reflected in our practice of having support assistants work alongside children within the classroom environment whenever possible. We do, however, recognise that occasionally, where it is necessary to raise attainment rapidly through individual intensive support, withdrawal from the classroom for short periods may be the most effective option for serving the needs of the individual child

Inclusion

At Leverhulme we aim to promote practices which are inclusive of all our children. The principles underpinning these practices are as follows:

- Children are encouraged to support each other and appreciate each other's achievements no matter what their starting point.
- Children are encouraged to have high aspirations about their learning and ability to achieve as much as possible for them as individuals.
- Children are offered access to a broad and balanced curriculum which is appropriate to their needs and which promotes independence and enhances confidence.
- Children are seen as unique individuals with differing interests, knowledge and skills.
- Special provision of any kind is aimed at building on the strengths of individual children and possibilities for their development.

Evaluation

The effectiveness of the provision for special educational needs is kept under constant review and evaluated against the following criteria. The SEND policy will be deemed successful if:

- 1 The school's identification and assessment procedures are followed and regular reviews carried out by all staff
- 2 Parents are involved in the process of helping their child to make progress towards meeting identified individual targets.
- 3 Children receive a well- resourced, broad and balanced curriculum which is appropriately matched to the needs of the child
- 4 Progress for children with SEND is monitored using information from the Early Years Foundation Stage Profile, school tracking systems, the number and movement between stages of children on the SEND register and progress in relation to individual targets.
- 5 The Head Teacher and SENDCo report termly to the Governing Body
- 6 The Governing Body informs parents of the effectiveness of SEND provision on an annual basis
- 7 L.A. services are consulted and liaised with appropriately and effectively.
- 8 An electronic register is maintained and updated at least termly.

ADMISSIONS

The admissions procedure for children with special educational needs will be based on the standard set of criteria set out in the school's admissions policy. The Governing Body has regard to the SEND Code of Practice 2014 in believing that these criteria should not discriminate against children with SEND as outlined in the Code of Practice 1:33 and in line with the disability discrimination Act (1995). Where children with SEND are admitted, the SENDCo liaises closely with all involved agencies.

COMPLAINTS PROCEDURE

In the case of complaint by the parent or carer of a child with special educational needs, the LEA guidelines for such cases will apply. Further information, and copies of this policy, can be accessed by contacting the school office.

COVID-19 IMPACT

As a school we acknowledge that children will have had a range of different experiences during the lockdown and isolation periods which may have an impact on their behaviour presentation upon their return to and attendance at school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual

circumstances, may require some additional input and encouragement. We take into account the environmental changes may be overwhelming and concerning for some of our children.

As a result of these varied experiences children may present with behaviour that, for them, is not usual. This may include;

- Anxiety; lack of confidence;
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children the changes in routine and lack of familiarity will require additional adjustment longer term.

School recognises that behaviour is a form of communication and that children are 'telling us something' - that there is a problem. Where necessary, we will undertake an individual risk assessment for the child and use reasonable changes to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Both class staff and members of the Senior Leadership Team will spend time with key children and explain clearly the expectations and consequences that will be in place. It is hoped that these proactive conversations will support the self-management of behaviour supporting children to seek adult help in an appropriate manner.

Reviewed: November 2025

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