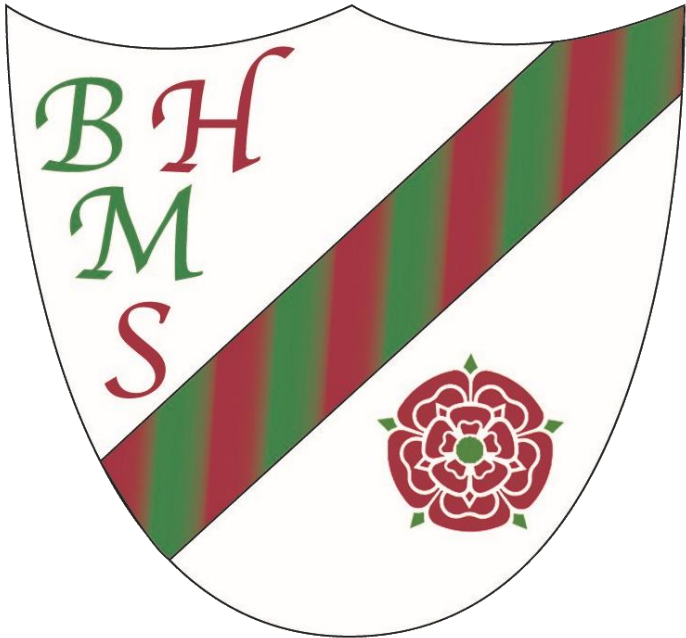


Bedford Hall Methodist School

Special Educational Needs Policy



Reviewed by:	J. Whittaker
Personalised for school by:	L. Edwards
Approved by CEO:	September 2025
Approved by LAB:	
Next Review Date:	Autumn 2026

Version Control

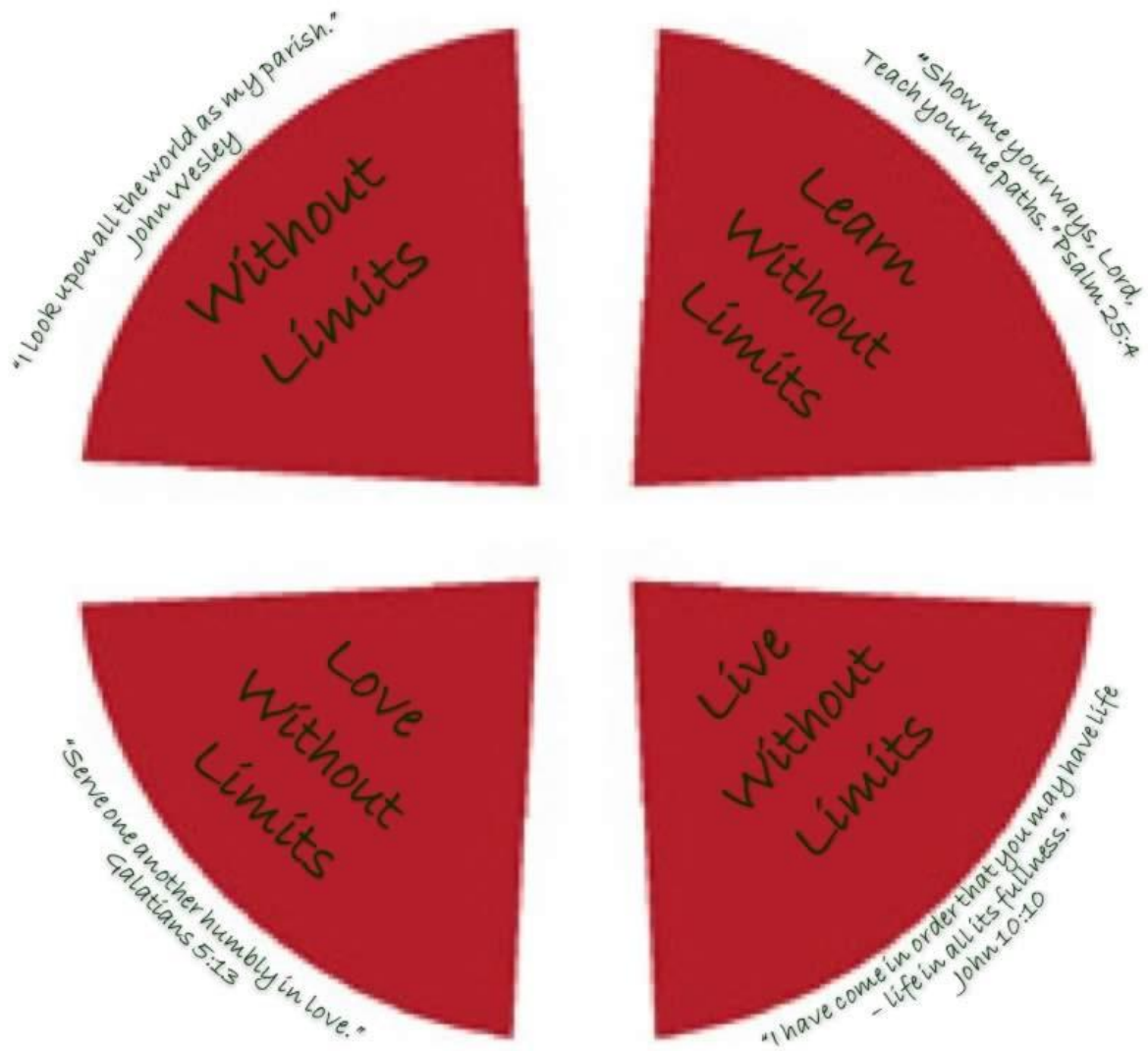
Change Record

Date	Author	Version	Section	Reason for Change
Autumn 2024	A Burkes	1		
Autumn 2025	J Whittaker	2	Intent 1.Legal Framework 3.7 5.1 5.3 5.4 5.8 8.2 14 14.3 14.6 15 16 22 Appendices	Revised aims to broaden scope Added SEN Information Report & Local Offer Specified needs in this area Included PIVATs as EET assessment for HLN SEND Updated SENCO roles to include: transition, data transfers, review of SEN list, equalities aspects Added additional responsibilities in HT roles Included pupil role / responsibilities section as their voice is crucial Referenced accessibility plan More explicitly included graduated approach in line with Code of Practice Clarified school-based provision Further detail on EHC assessments Included PIVATs and PiXL assessment Added ESLs and SEND team to CPD Updated concerns / complaints section to align with policy Replaced with newest versions

Statement of intent

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Vision



Safeguarding Statement:

At Bedford Hall Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Statement of Intent

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve their full potential. To achieve this, we wish to create a happy, secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Through successful implementation of this policy, the school aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Help pupils with SEND fulfil their aspirations and achieve highly from their starting points
- Help pupils with SEND become confident individuals living fulfilling lives
- Promote equal opportunities and inclusion, ensuring pupils with SEND access all aspects of school life
- Champion inclusion, eliminating discrimination and fostering good relationships between pupils with and without SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil or pupils with SEND
- Ensure everyone knows their roles and responsibilities in relation to SEND

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

1. Legal Framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

1.3. This policy operates in conjunction with the following:

- SEND Information Report
- The Local Offer (LA)
- Admissions Policy
- Equality Policy
- Data Protection Policy
- Mental Health and Wellbeing Policy
- Pupils with Additional Health Needs Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy

- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan
- Anti-bullying Policy
- Intimate Care Policy

2. Identifying SEND

2.1. The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils. This is achieved through a graduated approach, initially adopting a stage of 'Notice, Try and Check' as part of the 'Initial Concerns' which triggers the graduated approach.

2.2. With the support of the Senior Leadership Team and SENDCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

2.3. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

3. Definitions

The following definition of Special Educational Needs (SEN) is taken from section 20 of the Children and Families Act 2014:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have:
 - a) a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The following definition of disability is taken from the Equality Act 2010:

- a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

At Bedford Hall, we provide additional and/or different provision for the four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Pupils can have needs that cut across more than one area, and their needs may change over time.

Communication and interaction

3.1. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they may not understand what is being said to them, or they do not understand or use social rules of communication.

3.2. The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

3.3. The SENDCO will work with pupils, teachers, parents/carers, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

3.4. Pupils with learning difficulties may require support which is delivered through classroom support or through interventions.

3.5. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

3.6. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

3.7. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety, depression or an eating disorder, and the school have a Mental Health and Wellbeing Policy to support pupils with these difficulties.

3.8 Needs in this area also include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder and adverse childhood experiences.

3.9. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

3.10. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), hearing impairment (HI) or multi-sensory impairment or another physical impairment. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.

- A pupil with a disability is covered by the definition of SEND if they require special educational provision.
- These children may need ongoing additional support and equipment to access all the opportunities available to their peers

3.11. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

3.12. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

4. Objectives

Bedford Hall will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND
- To monitor access to the full educational and wider curricula offer

5. Roles and Responsibilities

At Bedford Hall, we believe we all have a responsibility to meet the needs of those children with SEND within an inclusive environment. The school must ensure that any SEND is

- Identified and assessed
- Responded to and dealt with appropriately and effectively
- Monitored and Evaluated

We ensure a consistent graduated approach to all aspects of SEND through our policy and its evaluation to ensure its effectiveness. At Bedford Hall:

- Staff members seek to identify the needs of pupils with SEND as early as possible working with parents/carers, health and care services and early years settings prior to the child's entry into school.
- Provision and progress will be monitored and reviewed regularly to ensure children's needs are considered and met and children are suitably challenged at an appropriate level.
- Allocation of resources will match defined needs.
- All those responsible for / or involved in SEND provision consider the views of the child.
- The school and parents/carers will work in partnership in identifying and meeting individual needs.
- Appropriate professionals for all pupils with SEND will be involved and implement effective support.
- EHC plans will be reviewed annually in line with the regulations or every six months for children under 5.
- Pupils will have access to a broad and balanced curriculum.
- Appropriate training will be provided for those in the implementation of this policy.
- We will ensure the delivery of relevant intervention programmes to children with Special Education needs in order to ensure their needs are being met and any barriers to learning overcome so they have full access to the National Curriculum.

Even though all staff members are responsible for the development and progression of SEND pupils, specific roles and responsibilities to meet the needs of those children with SEND are held by different members of staff.

5.1 Teachers

Classroom and subject teachers are at the heart of the SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCO and specialist staff.

The classroom teacher should:

- Focus on outcomes for the child being clear about the outcome wanted from any SEN approach.
- Be responsible for meeting the Special Educational Needs of a child providing relevant, high-quality teaching with adaptations, along with differentiated planning where required, teaching and assessment of the children named on the SEN list within their class.

- Have high aspirations for every pupil, setting clear progress targets for pupils, being clear about the range of resources that will support them.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions. This includes support and intervention outside of the classroom by liaising about how they can be linked to classroom teaching.
- Review the progress of children half termly and complete and evaluate any Assess Plan, Do, Review support plans every half term or term, dependant on need. They should inform and consult with parents/carers on progress and next steps. Where appropriate, teachers will need to complete relevant reports for annual review meetings and other relevant professional bodies.
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Utilise more specialist / targeted assessments for children whose learning is more than 18 months below their age related expectations i.e. PIVATs
- Ensure they follow this SEN policy.

5.2 Teaching Assistants

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom teacher and the SENDCO to deliver pupil progress and narrow gaps in performance.

Teaching Assistants should:

- Be focused on the achievement of specific outcomes within the graduated approach to SEND with support agreed with parents/carers in the context of high-quality teaching overall.
- Work with groups or individual children under the direction of the class teacher.
- Be responsible for delivering intervention programmes in collaboration with the class teacher.
- Liaise with the class teacher regarding the progress of individual children.
- Contribute as appropriate to the evaluation of progress and next steps.
- Maintain records of intervention programmes as directed by the class teacher and SENDCO.
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEN policy.

5.3 SENDCO

The school SENDCO should:

- Oversee day-to-day operation of the school's SEN policy.
- Coordinate provision for children with SEN, including those who have Educational Health Care Plans (EHC Plans).
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Liaise with the designated teacher where a Looked after Child has Special Educational Needs.
- Advise on the graduated approach to providing SEN support.
- Advise on the use of the school's delegated budget / other resources.
- Liaise with parents/carers of children with Special Educational Needs coordinating Assess Plan Do Review Plan and EHC Plan review meetings for pupils on the SEN list.
- Be the point of contact and liaise with early years providers, secondary schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies.
- Work with the Headteacher and school governors ensuring that the school meets its responsibilities under the Equality Act and to determine the strategic development of the SEN policy and provision in the school.
- Work with other leaders to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEND up to date.
- When a child moves to a different school or setting: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or setting in a timely manner (typically within 5 days)
- Make any referrals to outside agencies as required on a need-by-need basis, drawing on support from class teachers as required
- Ensure that CPD remains up-to-date and pertinent to the needs of the children in the setting
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Read any relevant documents for the role.

See appendix 1 for an outline of the termly responsibilities.

The school SENDCo is: Miss K.Whalley

Assistant SENDCo is: Mrs L.Edwards

Contact Details: 01942 672 614

5.4 Headteacher

The Headteacher should:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress for children with Special Educational Needs and for implementing the September 2014 SEND reforms.
- Inform parents/carers when the school is making special educational provision for their child (this can be delegated but they must ensure this happens as part of the 'Initial Concerns' stage.
- Keep the Governing Body and Local Advisory Board fully informed of the number of pupils on the SEND list and their outcomes.
- Work closely with the SENDCO to ensure the best possible implementation of this policy and ensure the SENDCO is able to influence strategic decisions about SEND.
- Manage the SEND budget with the SENDCO. Funding is delegated from the central authority allowance directly into the school's budget.
- Ensure a process is in place for involving parents/carers and young people in reviewing provision and planning.
- Make sure that the SENCO has enough time to carry out their duties
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

5.5 The SEND Governor and Governing Body

The SEND Governor should:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Governing Body should:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Work in close cooperation with the Headteacher to ensure that the policy is implemented and other key documents are in place. i.e. the SEN Information report.
- Ensure that the needs of all pupils are met and that the provision made is adequate and secure.
- Ensure that adequate financial provision is made from the school's budget to meet the needs of the children on the SEND list.
- Ensure there is a qualified teacher designated as SENDCO.
- Ensure that arrangements are in place in school to support pupils with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The appointed governor for Special Educational Needs is: Suzanne Pierce

5.6 Outside Agencies

Links with Other Agencies and Voluntary Organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCO is the designated person responsible for liaising with the following:

- SEND Team
- Social Services
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Team
- Specialist Outreach Services
- Education Psychology Service
- Early Learning and Childcare Team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

5.7 Parents/carers

All parents/carers of children with special educational needs are partners in the SEND process. Parents/carers have a vital role in the early identification of and support for their child therefore they have an important role to play in all discussions and decision making.

- Following a notice, try and check period in school through the 'Initial Concerns' stage, parents/carers will be informed immediately if school have any concerns about their child. Parents are also encouraged to approach school with any concerns they may have about their child's progress or development.
- Parents/carers will discuss and be involved in target setting and they will be asked to sign the All About Me profiles and Assess, Plan, Do, Review Support plans to recognise their vital role and will be invited to a termly or half termly meeting, dependent on level of need
- They must provide information about the impact of SEN support outside school and any changes in the child's needs.
- The Headteacher, SENDCO and class teachers will always be willing to make appointments to discuss the progress of any child.
- All parents/carers have the right to contact Wigan Local Education Authority (LEA) and voice any concerns they may have about the provision being offered to their child at Bedford Hall.

They will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Participate in consultations about their child
- Have access to information, advice and support

To make communication effective, school staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strength as well as areas of additional need
- Ensure that parents/carers understand the school's graduated response and are able to contribute. They are invited to review their child's Assess, Plan, Do, Reviews with their child's class teacher.
- Respect the validity of differing positions and seek constructive ways of reconciling different viewpoints

5.8 Children

- Pupils will always be given the opportunity to share information and express their views about their SEND and the support they receive. We recognise that each child will contribute at a level that is appropriate for their stage of development and in ways that they feel comfortable with. The extent of their involvement will be discussed with parents and carers.
- We will seek to gather pupil voice in a range of inclusive and accessible ways, ensuring that every child has the chance to be heard. This may include:

- Talking about their strengths and areas where they find things more difficult
- Contributing to the setting of targets or outcomes
- Sharing their views on how well support and interventions are working
- Being part of review meetings, where appropriate

6. Wherever possible, the pupil's views will be taken into account when making decisions that affect them.

Early Years pupils with SEND

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

6.1. The school will ensure staff listen and understand when parents/carers express concerns about their child's development.

6.2. The school will listen to any concerns raised by children themselves.

6.3. The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for coordinating SEND provision.
- Parents/carers are informed when the school makes special educational provision for their child.

7. Children with specific circumstances

Looked-After Children and Previously Looked-After Children

7.1. Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'children looked after' by the LA. Adopted children are 'previously children looked after'.

7.2. The school has a designated teacher for coordinating the support for LAC or PLAC.

7.3. Where that role is carried out by a person other than the SENDCO, designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language

7.4. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

7.5. The school will consider the pupil within the context of their home, culture and community.

7.6. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

7.7. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

7.8. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Admissions & Accessibility Arrangements

8.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

8.2 Our school is committed to ensuring that all pupils, including those with disabilities, have full access to the curriculum, the physical environment, and the information they need to succeed. We work closely with families and professionals to identify and remove barriers so that disabled pupils are not treated less favourably than their peers.

Full details of our provision and commitments are set out in our Accessibility Plan, which can be found on our school website. The plan sets out how the school will:

- Increase the extent to which all pupils can participate in the curriculum
- Improve the physical environment to enable all pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to all pupils and their families

Our Accessibility Plan is reviewed regularly and updated in consultation with external professionals to ensure it remains relevant, effective and ambitious in meeting the needs of all learners.

9. Involving pupils and parents/carers in decision making

Parents/carers of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCO will give them the confidence that their views and contributions are valued and will be acted upon.

9.1. Parents/carers will always be notified when the school provides their child with SEND support.

9.2. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

9.3. The planning that the school implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments or referrals to minimise demands on parents/carers, where appropriate and possible.
- Bring together relevant professionals to discuss and agree together the overall approach.

9.4. The class teacher, supported by the SENDCO, will meet with pupils and their parents/carers at least six times per academic year for pupils at High Level Need (HLN) and three times per year at Low Level Need (LLN) to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities through the review of Assess Plan Do Review Support Plans. Parents/carers will also review their child's progress through Parents' Evening and reports.

9.5. Pupils are invited to share their views through the information captured in Assess Plan Do Review Support Plans and by being invited to attend the review meetings. Children with EHC Plans are part of an annual review and present their views to those present. They listen to what the adults involved admire about them and review their progress since review their meeting. In a small number of cases, this may not be appropriate, and a discussion will take place with parents / carers on how to include the child as their age / stage allows.

10. Joint commissioning, planning and delivery

- 10.1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 10.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 10.3. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- 10.4. The school's Data Protection Policy will be adhered to at all times.
- 10.5. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for pupils with SEND.
 - Increasing the identification of pupils with SEND prior to school entry.
- 10.6. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 10.7. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

11. Funding

11.1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

11.2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

12. Local Offer

12.1 Wigan Local Offer is a duty provided by the local authority to combine existing information, advice, directories and resources, including policies and documents, making them accessible to the public and professionals from a single source.

Accessing the Local Offer will provide:

- An offer of services and support available across education, health and care for disabled children and young people and those with SEN, from 0-25, and their parents/carers and carers.
- Information, advice and support directly to children, young people, parents/carers and carers on matters relating to SEN and disability, available through a single point of access which can signpost to other services and types of information.
- Information about the collaboration between the local authority and their partner bodies and agencies, including schools, in order to develop and review the local offer.

Access to the Local Offer can be found on the school's website.

12.2 The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents/carers and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up-to-date.

12.3. The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

13. Information Report

In order to provide parents/carers and young people with as much information as possible, we also publish our school information report which is available on our website as a series of questions and answers.

The SEN Information Report publishes information about the implementation of our SEND Policy and includes information such as:

- The types of SEND Provided for.
- Approaches for identifying children with SEND and assessing their needs.
- Arrangements for consulting and involving parents/carers in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.
- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children in moving between phases of education.
- The approach to teaching children with SEND.
- Information about accessing Wigan's Local Offer.

14. Graduated Approach

14,1 A Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle: Assess, Plan, Do, Review - the graduated approach.

1. Assess

The child's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the child and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded through an 'All About Me' pupil profile and an 'Assess, Plan Do, Review support plan (APDR) and will be made accessible to staff involved.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. Plans will be updated with parental input and signed.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

14.2 Epworth Trust Levels of Need

At Bedford Hall, we use the Epworth Trust Levels of Need to identify the level of support that is required for an individual through the Graduated Approach. The aim of identifying a child with barriers to learning or SEND is to help school ensure that effective provision is put in place.

See appendix 2 for Epworth Graduated Approach Flowchart and 3 for the Level of Need Criteria.

Quality First Teaching (Notice, try and check) Pre-Send

Once the class teacher has identified a child as having a barrier to learning, this is recorded as an 'Initial Concern' and discussed with the SENDCO. The SENDCO and Class Teacher will identify strategies for support using baseline assessment, prior teacher knowledge, pre-intervention referral guide and quality first teaching strategies in line with the Epworth Education Trust Teaching and Learning Model. Strategies will be implemented and monitored for up to a six-week period. The Notice, Try and Check process may last up to 3 cycles.

The class teacher and SENDCO will ensure ongoing observation and assessment to inform the next steps. The SENDCO and class teacher will review the child's progress within six weeks to determine whether the strategies in place are sufficient.

If the child's needs have been met through quality first teaching, the Class Teacher will continue to monitor the child's progress.

If there is still cause for concern, despite adaptation and other arrangements, the child makes little progress due to underachievement / sensory / physical or communication / interaction difficulties further strategies for support will be documented as an All About Me (AAM) pupil profile or an Assess Plan Do Review (ADPR) by the Class Teacher and SENDCO.

14.3 School-based SEN provision

Pupils requiring support beyond the Notice, Try and Check stage and receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Please note, at times, children may require some short term intervention. This does not necessarily mean a SEND.

14.4 Documenting Need

Arrangements which are additional to or different from that which is normally available will be recorded on an AAM or APDR support plans for children in EYFS, KS1 and KS2. A child will be added to the SEN list and monitored as having a low-level need (LLN i or ii) or a high level need (HLN). The child's parents/carers will be invited into school to discuss the child's needs with the Class Teacher.

1. All About Me Pupil Profile - completed for all children with need.

Parents/carers are invited into school to a termly review meeting with the teacher and where necessary the SENDCO to share and discuss their child's needs which is documented on a pupil profile.

Through the use of a AAM Pupil Profile we aim to:

- Provide a summary of a child's needs
- Detail the provision and programmes of support
- Detail external agency support

2. Assess, Plan, Do, Review Support Plans (APDR Support Plans)

In addition to a Pupil Profile, parents/carers are invited to a termly APDR review meeting with the teacher and where necessary the SENDCO to set targets and discuss their child's needs. An APDR is considered when:

- children are unable to make appropriate progress despite additional adaptations and intervention support being provided by the school as recorded on an AAM
- Expert advice is required from one external agency (e.g. SALT)

Through the use of APDR Support plans we aim to:

- Raise achievement of pupils with SEND
- Create a working document to document support
- Use a child friendly format
- Detail provision 'additional to' or 'different from' those for most pupils
- Be comprehensible to all staff as necessary
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEND

APDR Support Plans will focus on:

- Up to four key individual, measurable targets set to help meet individual needs and particular priorities.
- Targets should relate to one or more of the four key areas of SEN.

They will consist of:

- Short term targets set for the pupils
- Teaching strategies to be used
- Provision to be put in place
- Staff involved

- When the plan is to be reviewed
- Outcomes (recorded when APDR Plan is reviewed)
- Pupil and Parent/Carer voice

When reviewing the following will be considered:

- Progress made
- Parents/carers' views
- Pupil's views
- Effectiveness of the APDR support plan
- Any specific access issues that impact upon progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as:

- Closes the attainment gap between them and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- Matches or better matches the pupil's previous rate of progress
- Ensure access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

14.6 Education Health Care Assessment

Pupils who need more support than is available through the school's school-based SEN provision (LLN or HLN) may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an Education Health Care (EHC) plan, will start with the desired outcomes and the views of the parents/carers and pupil.

An Education Health Care referral will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by the school
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc.)
- APDR Support Plans are reviewed and new targets created in collaboration with class teacher, SENDCO and a variety of external agencies and limited progress is being made / needs are escalating.

Where a child has an Education, Health, Care Plan, on the census these pupils will be marked with the code E.

For further detail, please see Section 16

15. Assessment

15.1. In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents/carers.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

15.2. Detailed assessments will identify the full range of the individual's needs, not just the primary need. This will include school-based and external assessments as available locally.

15.3. Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and Wellbeing Policy health difficulties
- Sensory and/or physical needs

15.4. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists. 15.5 Where children are working significantly below the level of peers in cognition and learning (18 months +), PIVATs will be used alongside the PiXL assessments that are used with all children across Epworth Schools.

16. Training

16.1. Relevant staff members will keep up-to-date through any necessary training, which will be provided by the SENDCO, as well as external agencies, where appropriate. Schools can access additional shared resources and training through the Epworth Whole Staff Teams channel and also our Epworth Specialist Leaders programme.

16.2. Training will cover aspects across the broad areas of need in response to the school contexts and individuals

16.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

17. Promoting Mental Health and Wellbeing

At Bedford Hall, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

As a school, we support children in understanding the importance of mental health from an early stage and actively promote how we can look after our mental health so that every child learns strategies if they should ever need them.

For further information, please visit our Mental Health and Wellbeing Policies.

18. EHC Plans

18.1. The school will fully cooperate with the Local Authority (LA) when assessment of the pupil is being conducted.

18.2. The school will provide the LA with any information or evidence needed.

18.3. All relevant teachers will be involved in contributing information to the LA.

18.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

18.5. The school will meet its duty to provide views on a draft EHC plan within 15 days.

18.6. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

18.7. If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

18.8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

18.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

18.10. All reasonable provisions will be taken by the school to provide a high standard of education.

18.11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

18.12. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

18.13. The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

18.14. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

18.15. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

18.16. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

18.17. The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

18.18. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

18.19. The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

19. Reviewing EHC Plans

19.1. The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents/carers.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Clarify to the parents/carers and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

Within 4 weeks of the annual review, the LA will conclude the review process deciding whether to: maintain the plan, amend the plan or cease to maintain the plan.

20. Safeguarding

20.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

- 20.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.
- 20.3. The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 20.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

21. Transferring between different phases of education

- 21.1. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.
- 21.2. The key transfers at Bedford Hall are as follows:
 - Early years provider to school
 - KS1 to KS2
 - Primary school to secondary school

22. Resolving Concerns / Complaints

- 22.1. The school is committed to resolving disagreements between pupils and the school. Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

- 22.2. Formal complaints about SEND provision in our school should be made to the SENDCO/Headteacher the first instance. They will be handled in line with the school's complaints policy [EET Complaints Policy](#)
- 22.3. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
- 22.4. To find out about disagreement resolution and mediation services in our local area, please see: [Mediation – Embrace](#) You can request mediation by contacting 01942 233323

23. SEND tribunal

- 23.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 23.2. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.
- 23.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

- 23.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.
- 23.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.
- 23.6. If disagreements are not resolved at a local level, the case will be referred to the DfE.
- 23.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 23.8. All staff involved in the care of the pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.

- 23.9. Sendiass (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents/carers and carers and parents/carers will be informed that they can access this service for support.

24. Supporting successful preparation for adulthood

- 24.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.
- 24.2. The school will engage with secondary schools, as necessary, to help plan for any transitions.
- 24.3. The school will transfer all relevant information about pupils to any educational setting that they are transferring to.
- 24.4. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.
- 24.5. If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.
- 24.6. The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of the next stage of their education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

25. Data and record keeping

- 25.1. The school's records will:
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
 - Maintain an accurate and up-to-date record of the provision made for pupils with SEND.

- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- 25.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.
- 25.3. The SEND information report is prepared by the SENDCO and will be agreed and published by the Headteacher and governing body, and is published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.
- 25.4. All information will be kept in accordance with the school's Data Protection Policy.

26. Confidentiality

- 26.1. The school will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:
- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
 - On the order of any court for any criminal proceedings.
 - For the purposes of investigations of maladministration under the Local Government Act 1974.
 - To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
 - To Ofsted inspection teams as part of their inspections of schools and LAs.
 - To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

27. Publishing information

- 27.1. The school will publish information about SEND on the school website in the SEND section and also in the policy section, including the SEND policy, SEND Information Report and access to the Local Offer.
- 27.2. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. Monitoring and review

- 28.1. The policy is reviewed on an annual basis by the SENDCO in conjunction with the Headteacher and governing board; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.
- 28.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 28.3. The next scheduled review date for this policy is Autumn 2026.

Appendix 1

SENCO Roles		
Autumn	Spring	Summer
<p>September</p> <ul style="list-style-type: none"> - Check / update SEN list - Update SEN information report and policy (Trust template) - Check / update school website - Set a CPD plan alongside the HT - Review any Risk Assessments or PEEPS - Create annual review timetable in consultation with parents so a date can be agreed and everyone given notice. Try to spread these across the year. - Check SEN timetables for support staff and individual pupils are shared - Monitor provision maps - Review SEND pupils access to the extra-curricular offer <p>October</p> <ul style="list-style-type: none"> - Check census details with SBM - Update provision maps as required - Check APDRs are updated across school for HLN / LLN and of high quality. Advise as necessary and plan to attend any APDR meeting reviews as required <p>November</p>	<p>January</p> <ul style="list-style-type: none"> - SEND report to Governors based on autumn term. - Check SEND list / review census details with SBM <p>February</p> <ul style="list-style-type: none"> - Check APDRs for HLN / LLN are updated across school. Advise as necessary and attend any APDR meeting reviews requiring support. - Review and respond to extra-curricular club 'take-up' <p>March / April</p> <ul style="list-style-type: none"> - Check All about me and / or APDRs are updated and signed for HLN. - Monitor / review provision map for summer interventions - Check SEN timetables for support staff and individual pupils are shared - Complete SEND assessment tracker - Check SEND list - Check PIVATs are up to date and reflective 	<p>May</p> <ul style="list-style-type: none"> - Begin transition preparation for SEND pupils <p>June</p> <ul style="list-style-type: none"> - Check All about me and / or APDRs are for LLN & HLN - Where available, book external service reviews e.g. EP, SALT for following year - Audit SEND resources and purchase any necessary resources ahead of September - Complete SEND assessment tracker - Check PIVATs are up to date and reflective - Review and respond to extra-curricular club 'take-up' <p>July</p> <ul style="list-style-type: none"> - Complete provision map ready to start Autumn 1 - Check timetables for support staff and individual pupils are shared - Transition meetings and booklets for pupils with EHCPs / vulnerable pupils - Proofread reports for SEN pupils to check you are happy with content - <i>Update SEND audit</i>

<ul style="list-style-type: none"> - Review and respond to extra-curricular club 'take-up' - Review SEND list <p>December</p> <ul style="list-style-type: none"> - Check All about me and / or APDRs are updated and signed for LLN. - Make any applications for Early Years funding - Complete SEND assessment tracker - Check PIVATs are up to date and reflective - Check / monitor provision maps for intervention for spring term 		<ul style="list-style-type: none"> - Ensure all SEND documents are sent to High School and ensure confirmation of receipt.
Across the Year		
<ul style="list-style-type: none"> - Ensure own knowledge remains up-to-date by accessing CPD and reading widely - Monitor SEND provision as part of Evidence Trail / school quality assurance - Monitor and review impact of support and interventions – suggest adjustments as required. - Hold annual reviews – send out invitations 6 weeks ahead of the review along with template for pupil / parents / professionals. Need to write up annual reviews within 2 weeks and send back to SEND team. - Make any referrals to external services and pathways as required. - Strategically plan staff CPD based on need within SEN cohort. - Remember, following APDR reviews, review SEND list, update parents as required and liaise with SBM to amend Arbor. - Consider potential external review questions – The Key / EET SEND audit 		

Appendix 2

Graduated Approach to SEND

Step one: *Quality First Teaching*

- Teachers to refer to the Epworth Trust 'Teaching & Learning Model', 'EET SEND Offer' for ordinarily available / universal provision and the 'Quality First Teaching' Checklist
- If adaptations go beyond quality first teaching and ordinarily available provision, SENDCO to instruct teachers to complete an initial concern.



Step two: *Notice, Try and Check*

This process will begin through the actions of the class teacher and SENDCO identifying whether a child has a barrier to learning:

- Class teacher to complete page 1 'initial concerns' and send to the SENDCO.
- Meeting to be held within 7 days of receiving the initial concerns form to identify strategies that will be implemented over a 6-week period.
- Strategies to be taken from EET Graduated Offer Toolkit or the Pre-referral intervention manual. Schools must also utilise their Local Authority Tools e.g. *Wigan Council Ordinarily Available Inclusive Practice, Bury Graduated Approach* etc. Parents will typically be involved in 'Initial Concerns'.



Step three: *Identification of need*

At the end of the 6-week period, the class teacher and SENDCO will meet to discuss the progress of the child to agree the outcome. (There may be up to three cycles of *N,T,C*)



Child's needs are being met through quality first teaching, inclusive classroom practice and/or intervention.

Child added to the SEND list as low level need LLN (i or ii).

Child added to the SEND list as high level need (HLN). Case dependent, e.g. a child may be new to school or receive a medical diagnosis. Refer to the level of need flow chart.



Step four: *Assess Plan Do Review*

To ensure that all LLN and HLN children have adequate support within school. The class teacher will complete:

- An *All About Me* profile and *Assess Plan Do Review* with parents/carers. To be reviewed half termly for a child with a HLN and termly for a child with a LLN (ii).
- An *All About Me* profile with parents /carers and review termly for a child with a LLN (i).

For a child with a medical diagnosis or disability, who has full access to all curriculum areas, only an 'All About Me Profile' should be completed, including a current photograph.

Step five: Record of interventions

Using information within the APDR the class teacher will plan interventions on an *'Intervention timetable'*. This will include: the type of intervention; frequency and duration; ratio of adults to children and adult support. An *'intervention record'* will be kept to monitor the child's attendance and their attainment pre and post intervention. *'PIVATs'* will be used to track the child's progress where there is a significant Learning need (+18 months). Class teacher to update *'All About Me'* profile - **provision and programmes of support**.



Step six: Provision Map

The SENDCO will use the information in the APDR and Intervention timetable to 'provision map' the support the child is receiving.



Step seven: External agency support

If a child makes limited progress towards their targets the intervention programme may continue and a referral may be made to the relevant external agency/agencies for additional support and recommendations: Education Psychology, Outreach, Speech & Language, Occupational Therapy, Physiotherapy, CAMHS or Specialist Teachers.

Class teacher to action all recommendations, monitor the child's progress towards the targets closely and discuss the child's progress at review meetings.



Step eight: EHC referral

If following targeted intervention and support from one or more external agency a child is not making the expected progress, the SENDCO will gather evidence for an EHC assessment:

- EHC Assessment
- Tracking data
- All About Me / Assess Plan Do Review
- External agency / professional reports or reviews
- Medical Reports
- Costed provision map
- Medical questionnaire and reports (if applicable)
- Record of Early Help

An EHC Panel is held to support the Local Authority to decide whether to accept a referral and recommend whether an EHC Assessment should be undertaken. The time taken to produce an EHC Plan is 20 weeks.

Appendix 2

Levels of Need

