

Lowton West Primary School



Special Educational Needs and Disability Policy

Policy reviewed by N. Gould

Date policy reviewed: September 2026

Ratified by Governing Body:

Dr G Merrett (Chair of Governors)

Lowton West Primary School

SEND Policy

Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Special Education Needs and Disability Policy and Local Offer

This policy was reviewed and revised in September 2026 and ratified by the Governors Autumn 2026. The policy takes regard of the Children and Families Bill 2014, the Single Equality Act 2010, DfE guidance: Supporting Pupils at School with medical conditions (September 2014), guidance from the Council for the Disabled and the updated Disabled Children and the Equality Act 2010: what teachers and schools need to know and what schools need to do (2025) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

It has been written alongside our SEND Information Report 2026, Wigan's Local Offer, Supporting Pupils at School with Medical Conditions Policy, Intimate Care Policy, Equality Policy, Equality Plan and Accessibility Plan. It consists of information for parents/carers of children who have Special Educational Needs or a disability (SEND), and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

Policy Statement

Lowton West Primary School is an inclusive school which aims to involve all pupils in the wider life of school. We offer a broad and balanced curriculum with high quality teaching and actively seek to remove the barriers to learning and deliver a curriculum that meets the needs of individuals and groups of children. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with additional needs. We work with a range of other professionals, e.g. from Health, Targeted Education Support Services, Wigan Family Services, Outreach support teams and Wigan Start Well services to make sure that all children receive the support they need to do well at school.

At Lowton West we aim to:

- create an inclusive environment that meets the special educational needs of each pupil;
- ensure that the special educational needs of pupils are identified, addressed and provided for;
- make clear the expectations of all partners in the process (including parents and pupils);
- identify the roles and responsibilities of staff in providing for pupil's educational needs;
- enable all pupils to have full access to all elements of the school curriculum;
- actively involve pupils in a sensitive and non-stigmatising way in their Support Plans: I.L.P., Learner Profiles, Zones of Regulation and Individualised Plan process to promote improved confidence and self-image.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has SEND 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 or a young person has a learning difficulty or disability if they either 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 so do if special educational provision was not made for them.

(Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0 - 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

ROLES AND RESPONSIBILITIES AT LOWTON WEST

The role of the Governing Body (ref: Children and Families Bill)

- to co-operate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
- to work with the head teacher and SENDCo to determine the school's general policy and approach to provision for pupils with special educational needs;
- to establish appropriate staffing and funding arrangements;
- to maintain a general oversight of the school's work with SEND pupils;
- to ensure information regarding SEND provision is provided for parents.

GOVERNORS WITH RESPONSIBILITY FOR SEND- Mrs L Pouncey and Dr G Merrett

The role of the head teacher

- to be responsible for the day-to-day management of provision for pupils with SEND;
- to keep the Governing body informed of issues related to pupils with SEND;
- to work closely with the school's SENDCo

The role of the SENDCo and Inclusion Team

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy and Local Offer;
- liaising with and coordinating the school's Inclusion Team
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- oversee provision mapping and targeted intervention records;
- overseeing the records of all pupils with SEND;
- Reporting back to the Head teacher and Governing Body on a regular basis, giving updates of progress and development;
- Co-ordinating provision for pupils with SEND;
- Liaising with the Senior Leadership Team and school's Pastoral and Safeguarding Manager, with reference to safeguarding; including Wigan's CAMHS, Wigan Family Welfare, Family Hub, Family Help Workers and Social Services.
- Organising/ monitoring and evaluating interventions for pupils with SEND;
- Identifying needs and facilitating or contributing to the in-service training of staff;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The key responsibilities of the Inclusion Team:

- Meet with parents of pupils with SEND and meet with pupils to gain pupil voice;
- Meet with staff to review the graduated approach to providing SEND support, including the development and implementation of ILPs and Learner Profiles;
- Liaise with external agencies including the Local Authority, Early Years Team, TESS Team, the Educational Psychology services and health professionals.
- Liaise with and report back to the SENDCo in the coordination and provision for pupils with SEND
- Liaise with and advise staff (teachers and teaching assistants);

- Prepare multi-agency referrals, assessment documentation, EHC reviews and referrals and reports for other agencies, under the direction of the school SENDCo
- liaising with early years providers, other schools to support transition to Lowton West
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

SENDCo: Mrs N Gould

Inclusion Team: Mrs Bartolini-Bradley (EYFS and Y1), Miss Porter (Y2-Y6), Miss Bailey (Targeted intervention and Provision)

Pastoral and Safeguarding Manager: Mrs Higgins

The role of teaching and non-teaching staff

- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs and Disabilities, including writing Support Plans: ILPs, Learner Profiles, Positive Behaviour Plans, Zones of Regulation and Individualised Plans and reviewing and reporting progress to parents/carers.
- To follow the Wigan guidance through the Greater Manchester Ordinarily Available Inclusive Practice document and Wigan's Additional Practice Toolkit, to ensure the graduated approach is in place.
- To support SEND pupils through quality first teaching, ensuring whole class teaching meets the needs of all pupils
- To provide appropriate and challenging activities for pupils with SEND.
- To keep up to date records for children identified as having a special need.
- Work closely with the Inclusion Team to meet regularly with parents/ carers to provide resources and guidance on how they can support their child at home.
- To plan carefully targeted intervention and support and review the impact and progress for individual pupils regularly.
- To provide the SENDCo and Inclusion Team with provision maps and baseline/ ongoing assessment data to monitor the impact of targeted support and progress of SEND pupils throughout the year.
- To regularly review the recommendations provided by multi-agencies (in consultations and reports), at least on a termly basis, and ensure recommendations are put into practice in the classroom.
- To support multi-agency partners in their assessments by completing the requested checklists, assessments and reports provided by multi-agencies when required for identified pupils.
- To meet with parents to review multi-agency reports and discuss current support and progress in relation to the recommendations provided.
- Provide the SENDCo and Inclusion Team with updates and data to support the preparation of multi-agency referrals, EHC referrals and annual reviews.
- Provide clear guidance and information to the next class teacher or school to ensure smooth transition for all SEND pupils.

ADMISSION ARRANGEMENTS

Lowton West Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child, and we aim to meet all children's needs.

ACCESS TO THE CURRICULUM, INCLUDING THE NATIONAL CURRICULUM

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All SEND pupils, including those with an Education, Health and Care Plan (EHC Plan), spend the majority of their time in mainstream classes following the same curriculum as their peers, adapted where necessary. Pupils may sometimes be withdrawn for short

periods for individual programmes based upon their Support Plans: ILP's, Learner Profiles or Individualised Plans. Care is taken when doing so not to disadvantage pupils by this withdrawal. Staff give consideration to pupils with SEND within their short term planning, and work is adapted so that it is accessible to all children. This can be evidenced from planning and pupils' work.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. ILPs set out the objectives that will be addressed and expected outcomes from the support are identified on the ILP as well as on provision maps. These are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Wave Approach'.

Wave 1 = Quality first teaching.

Wave 2 = More specific support is needed, and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.

Wave 3 = More specific support is needed, and the child will receive teaching that is additional to or different from the school's curriculum. This support will either be provided in small groups or on a 1:1 basis and provide more intensive support designed to meet the child's SEN needs.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEND

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra-curricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods to ensure they still have access to a full curriculum and are not disadvantaged in doing so. Senior Leaders review and implement the school's Accessibility Plan, which is reviewed on an annual basis, to increase the access of pupils with a disability to the curriculum and physical environment.

Emotional Wellbeing

At Lowton West, we provide emotional wellbeing support to those pupils who have social, emotional and mental health difficulties. Support is tailored to meet the specific child's needs, and we help children develop strategies and skills, providing them with a safe, nurturing, confidential forum to express their feelings and emotions. Mrs Higgins is our Pastoral and Safeguarding Manager and is supported by Miss Taylor who also provides pastoral and nurture support.

School have access to a trained counsellor through Wigan Family Welfare, and the school CAMHs link and in some instances, it is decided with parents that children should access this service for emotional wellbeing support.

FACILITIES

Educational access:

- The school employs a number of Teaching Assistants whose role includes the support of individuals or groups of children who need extra help in order to access the curriculum.
- The Teaching Assistants work closely with the class teachers and use recommendations from the children's Individual Learning Plans, Learner Profiles or Individualised Plans in order to support learning and assist the children in reaching their targets.
- The Teaching Assistants work closely with the class teachers and SENDCo/ SLT to meet with parents and help prepare risk assessments and Health Care Plans for pupils with SEND, when required.
- The school also provides nurturing interventions. The SENDCo has a responsibility to oversee these

groups and work closely with the Senior Leadership Team and class teachers in identifying and supporting children who will benefit from a range of small group and/or 1:1 intervention; this may be a short term intervention (e.g. a programme of counselling support following a bereavement).

Allocation of resources:

- The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).
- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Head Teacher and the SENDCo meet on a regular basis to agree on how to use funds directly related to SEND.
- The SENDCo is involved in the employment of new staff to support children with SEND.
- The SENDCo prepares an action plan for the School Development Plan, which is monitored by the Governing Body and Head Teacher.

Accessibility

In accordance with the Equality Act 2010, school is fully accessible for pupils with SEND, including wheelchair users, with a hygiene room and therapy room available for pupils to use. School works closely with health professionals, including the school nurse, Physical Disabilities Team and Physiotherapist and OT Team, to ensure pupils with physical disabilities can access all school facilities effectively when starting school. School also provides pupils with access to Sensory Resources in an allocated room.

School also works with the Specialist Sensory Education Team to support pupils with Visual or Hearing Impairments in relation to the auditory and visual environment. We have a range of radio aids and mobile Soundfield systems available and a variety of equipment in school, including iPads and Interactive Whiteboards that allow us to record texts, enlarge text and provide contrast for children's own use. Colleagues from the Sensory Support Team have previously worked with KS2 pupils with Visual Impairments to develop skills in touch typing.

The EMTAS team can also provide support for pupil and parents whose first language is not English to help school communicate with parents and provide additional support in school.

WORKING IN PARTNERSHIP WITH PARENTS

(Ref: Code of Practice: Chapter 2)

(Schedule 1 paragraph 15)

Lowton West Primary School actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision making processes about special needs provision.

To enable this:

- Parents are informed at an early stage of any school concerns about their child.
- Parents are encouraged to speak to their child's class teacher, school's Pastoral and Safeguarding manager or SENDCo about any concerns they may have.
- Parents are encouraged to visit school and discuss any concerns or problems with the class teacher and/or the SENDCo or school's Pastoral and Safeguarding manager.
- Parents are encouraged to be involved in SEND provision they may be part of, and to take an active

role in developing Support Plans: Individual Learning Plan (ILP); Learner Profiles, Individualised Plans; Positive Behaviour Plans and Education, Health and Care Plans (EHCPs).

- Parents are encouraged to take an active role in the monitoring their child's progress through regular review meetings. These may include Early Help Plans and reviews.
- Problems and concerns are discussed and resolved through meetings with parents, pupil, class teacher, Headteacher, SENDCo, school's Pastoral and Safeguarding manager, outside agencies and the Local Authority. The views and wishes of parents play an important part in these discussions and decisions.
- The school will inform parents of the services available within the Local Authority, including Wigan's Family Hub services, and can offer support through an Early Help Plan.
- School is aware that some parents will be anxious about their children needing SEND provision, and may find meetings with professional bodies stressful. We strive to make meetings parent friendly and convenient to all concerned.
- Parents have the opportunity to record their views in a section of the review form and are actively involved in the application for an EHCP.

PUPIL PARTICIPATION

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

(Articles 12 and 13: The United Nations Convention on the Rights of the Child)

To enable this:

- We aim to give pupils the opportunity to discuss feelings and views with their families and staff, and to contribute to the development of their Support Plan: Individual Learning Plan (ILP) or Learner Profile at an appropriate level.
- We aim to ensure that pupils are aware of their targets, if they have achieved them, or of the progress that they have made. Pupils, where possible, sign their Plans with their parents.
- Pupils are given the opportunity to share their thoughts regarding their learning with class teachers, teaching assistants, the SENDCo, Inclusion Team, school's Pastoral and Safeguarding manager and the school council. They will be asked their views when completing referrals and reports for multi-agencies. Pupils with an EHCP are involved in their annual review.
- Pupils celebrate their success through praise from staff, certificates, stickers, rewards, whole school Achievement Assemblies, sharing their success with other pupils and teachers, thus raising self-esteem and their motivation to succeed.
- Pupils are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward.
- The purpose of any assessment, Support Plan: Individual Learning Plan (ILP) or Learner Profile is explained to the child, at an appropriate level to avoid any anxiety or confusion.
- The purpose of any visiting professional is explained to the child.
- School acknowledges the importance of providing therapeutic interventions for pupils.

FOUNDATION STAGE: ASSESSMENT AND IDENTIFICATION

- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences and taking into account some pupils may not have received any education when they enter Reception, children will progress at different rates. School focus on early identification and will refer to multi-agencies, including Speech and Language and Occupational Therapists within the Local Authority to support the children's progress. This may not necessarily mean they are pupils with Special Educational Needs, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress.

- On entering Reception, baseline assessments are completed and pupils are monitored using the Early Years Foundation Stage Profile. Children are assessed using the WellComm speech and language screening assessment toolkit.
- Wigan Local Authority monitors any Early Years pupil with an identified Special Need and informs schools how best they can meet their needs.
- School works closely with all Early Year Providers and parents to ensure a smooth transition into Reception.

PRIMARY PHASE: ASSESSMENT AND IDENTIFICATION

- During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of pupils with SEND.
- School uses the Sounds Write phonics programme for all children in Foundation Stage and Key Stage One, and those requiring specific support in phonics from Years 3 to 6. These programmes place the children in a specific group, linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed. Additional Fluency Bee, Numicon, Maths Recovery and Precision Monitoring intervention programmes are used for children not making adequate progress in maths. They may also be supported with pre-teach and post-teach tasks to consolidate their learning.
- Assessment at Key Stage Two is currently undertaken using Testbase Standardised Assessments in Reading, Mathematics and Spelling, Punctuation and Grammar. Independent pieces of writing are moderated throughout the academic year using the Interim Assessment Checklists to assess pupils' writing. Reading Fluency and Common Exception Words are tested regularly and monitored by the class teacher, Inclusion Team and SENDCO to ensure progress in Reading and Spelling.
- The SENDCO, Inclusion Team and class teacher may also use the B squared and Pre Key Stage Assessment Criteria where appropriate to assess pupils with SEND.
- Class teachers and the SENDCO may also use additional resources to help assess and identify pupils' additional needs. These may include the Boxall Profile, Renfrew Picture Analysis, British Picture Vocabulary Scale (BPVS) and Skills for Learning Checklists. Additional resources/ suggestions are available within Wigan's Additional Toolkit to support the assessment of pupils with Social, Emotional and Mental Health needs (SEMH).

GRADUATED RESPONSE TO SEND

Lowton West follows a graduated response to SEND, where a pupil may progress through different stages of support. The graduated approach is a whole-school process in which children and young people are supported who may have additional needs. It is the system schools would use to assess the needs of children and young people and then provide appropriate support. The system follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review.

The graduated approach has inclusive quality first teaching at its core. This simply means high quality teaching which is engaging, well matched to the needs of the children and young people and uses evidence-based approaches to teaching and learning. Classroom teachers will make adaptations where needed for children and young people with additional needs as part of inclusive quality first teaching. Staff will follow the Greater Manchester Ordinarily Available Inclusive Practice Document and Wigan's Additional Practice Toolkit to support pupils. Staff need to be aware of pupils' starting points so that expected progress is made and can be measured.

A pupil does not automatically progress up the stages and the use of intervention and stage of need may remain the same if the pupil's progress is satisfactory. When a teacher is concerned about a pupil's progress they will arrange to speak to parents.

Nature of intervention:

The SENDCO or Inclusion Lead and the pupil's class teacher will decide on the action needed to help a pupil to progress in the light of the assessment. This may include:

- Additional learning materials, or special equipment;
- Continued access to Inclusive Quality First Teaching
- Some group or individual support; (by Teacher, Teaching Assistant, etc.)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- The use of the Local Authority's Ordinarily Available Inclusive Practice document and Wigan's Additional Practice Toolkit;
- Staff development and training to develop knowledge of problems and to introduce and deliver more effective strategies;
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment;
- If necessary, seeking additional advice from outside agencies.

Support Plans: Individual Learning plans, Learner Profiles and Individualised Plans

Strategies employed to enable a child to progress will be recorded within a support plan or Individual Learning Plan. (ILP). Each of these plans will include information about:

- The short term targets or goals set for the pupil;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when the plan is reviewed, or as they are achieved.)
- Evidence that the parent and, if appropriate, the child have read and understood it.

A Learner Profile or Individualised Plan will be introduced when a child is identified on the Code of Practice with Social, Emotional and Mental Health needs (SEMH), for example: anxiety, ADHD or an identified Communication Need, including pupils currently on the ASD Pathway or with a diagnosis of Autism. These plans will outline the pupil's area of difficulty, how this can make them feel and the strategies the pupil or staff members will adopt in order to lessen / remove the feelings of anxiety or difficulties the pupil would experience. The Individualised Plans and Learner Profiles will be written in collaboration with the pupil, parents and any specialist services accessed (TESS, CAMHS, SALT, OT, Education Psychologist etc).

The Individual plans and Learner Profiles will only record that which is additional to; or different from, the adaptations made to curriculum and will focus upon targets or strategies that match the pupil's needs and have been discussed with the pupil and parents. The plans will be reviewed at least 3 times a year, and parents' views or their pupil's progress will be sought. Wherever possible the pupil will also take part in the review process and be involved in the setting of new targets.

The school's graduated response is broken down into the following stages:

No additional support: All children will receive inclusive Quality First Teaching – high quality every day personalised teaching. Teachers, the SENDCo and the Senior Leadership Team analyse data and monitor progress through pupil progress meetings, use of checklists, discussion with parents and pupils.

Monitor: When a child may need a short-term intervention in order to make further progress in a specific area and the class teacher and/or SENDCo believes the short-term impact should then allow the pupil to be supported long-term through the inclusive Quality First Teaching offer for all pupils. This may be when a child is new to our school and has not previously been identified as requiring some additional support. It may also include pupils working on specific learning targets; pupils requiring short term intervention through a speech and language programme (where there is no identified need in other areas of the curriculum) and child accessing SEMH support for a short-term period. Where areas of need continue, the pupil may move to SEN Support on the Code of Practice.

Some additional support: SEN Support

When a class teacher and/or Inclusion Team identifies a pupil with special educational needs, they should devise interventions that are **additional to** or **different from** those provided as part of the setting's usual curriculum offer and strategies.

Teachers, parents and, where appropriate, the pupil will develop a Support Plan: ILP or Individualised Plan. The SENDCo and Inclusion Team is available for help and advice on strategies and resources. The Support Plan will focus on approximately three targets. The plan will show how the targets will be achieved and the criteria for success. After an agreed period of time the plan will be reviewed by staff involved, the pupil and parents. The child's progress will be discussed and new targets agreed.

Support Plans will be reviewed at least 3 times a year, and, if it is deemed appropriate, more often, if the needs of the child indicated this.

Lots of additional support: SEN Support / SEN Support +

If it is considered that the child has not made satisfactory progress or further support is needed, then the SENDCo or Inclusion Lead will seek advice and support from outside agencies.

The SENDCo and Inclusion Team meet the Wigan team (school's link Educational Psychologist and TESS teacher) twice a year for a Planning and Review meeting to discuss next steps for specific pupils.

A referral may be made to the Educational Psychologist, who will carry out further assessments and give advice. Alternatively a referral may be made to the TESS team (Targeted Education Support Service team), Behaviour Support Team, Speech and Language Team, CAMHS or Occupational Therapy Team. After initial meetings with one or more of these agencies, other specialists may be contacted to support with the specific needs of individual children. Parents will continually be involved and kept informed of the steps the school is taking.

The SENDCo, Inclusion Leads, head teacher, Pastoral and Safeguarding Manager, class teacher, support staff will then use information from the previous Support Plans: ILP's, Learner Profiles and Individualised Plans plus any additional information from outside agencies to develop a new plan with new targets and these will be discussed with the parents and pupil.

Exceptional Support: an EHC Referral may be considered following advice from external agencies.

If, after several Support Plans: ILPs have been developed, monitored and reviewed, the pupil has not made satisfactory progress, the school, after discussions with parents, and taking into account outside agencies advice and reports, may consider asking the Local Authority for a statutory assessment of the child.

All reports from outside agencies, Support Plans: ILPs, reviews and any relevant information are then sent to the Local Authority along with completed forms, including information from parents.

If the Local Authority decides to proceed with an EHC Referral, EHC assessment reports will be completed, including the All About Me document which is completed by parents and school collaboratively.

MONITORING SEND FUNDED PUPILS: Annual Reviews

All funded pupils are reviewed every twelve months. The SENDCo and/or Inclusion Lead arranges the Annual Review, inviting all the relevant outside agencies and parents, and informs the Local Authority of the date, who may send a representative to the meeting.

At the review meeting the child's progress is discussed in relation to the objectives listed in the EHC Plan. The current Support Plan: ILP/ Learner Profile/ Individualised Plan is shared, and targets and progress discussed.

The school provision is discussed, such as equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child.

It is decided whether or not, the EHCP is still appropriate.

If the EHCP remains in place, new targets may be set for the coming year.

SUPPORTING THE TRANSITION OF SEND PUPILS

Meetings are arranged between staff during the summer term to discuss the transfer of pupils from one class to another within the school. Details of the Support Plan: ILP's/ Learner Profiles/ Individualised Plans are transferred to the new teacher, along with any relevant materials.

The class SEND file and individual pupil intervention files are also passed on to the new class teacher.

For pupils transferring between Key Stage Two and Key Stage Three, a meeting is arranged with the appropriate SENDCo of the school they are transferring to, to pass on information.

In the event of a supported transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support the pupil's transfer to a new school. This will include the pupil, parents, staff from the new school, and any other involved parties.

Pupils who are funded have a transition review, to which all involved parties are invited, (Parents, Local Authority officers, Health staff, Educational Psychologists, High school SENDCo etc.)

If a transfer plan is required, one is recommended and will be in place prior to the pupil's arrival in their High school.

LINKS WITH OTHER SERVICES

The school has links with the following organisations on a regular basis:

- Local Authority Team
- TESS team – Targeted Education Support Service
- Educational Psychology Services (EP)
- Speech and Language Therapist (SALT)
- Health Services (School nurse)
- Social Services
- Wigan's Family Hubs and Family Help Workers
- EMTAS team (EAL)
- Behaviour Support Team (BST)
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Disability Services
- Physical Disabilities Outreach Team
- Schools Outreach Service
- Specialist Sensory Education Team
- Occupational Therapy (OT)
- Ophthalmic Services
- Audiology Service
- Virtual Schools Team
- Wigan Family Welfare Service – counselling
- Adoption Services – Together for Adoption

We seek advice and examples of good practice from:

- The Specialist Provision Schools within Wigan (via Outreach Support)
- Other schools
- Voluntary agencies linked to specific disorders
- LLG and LOGOS School network
- Wigan Embrace

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

MONITORING

- The SENDCo and/or Inclusion Team regularly liaises and meets with outside agencies.
- The SENDCo and/or Inclusion Team meet regularly with professionals including the Educational Psychologist and TESS teacher through planning meetings.
- The SENDCo and/or Inclusion Team meet regularly with the Headteacher and reports to the Governing Body.

- The SENDCo and/or Inclusion Team meet regularly with each member of staff and monitors their SEND file.
- The SENDCo or Senior Leadership team will attend pupil progress meetings to flag up any child the teacher may be concerned about and discuss children already on the register to ensure they are making good progress. They will also monitor Case Studies written by individual staff members.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all Support Plans: ILP's/ Learner Profiles/ Individualised Plans and reviews are passed to the SENDCo for central record.
- The SENDCo and Inclusion Team will attend reviews and meetings whenever possible, and always attend the reviews of funded pupils.
- The SENDCo file contains information on every child at SEN Support, EHCP and current provision.
- The SENDCo or Inclusion Lead will attend Local Authority Inclusion meetings, LLG/ LOGOS Cluster Meetings and conferences throughout the year.

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Head teacher.
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chair of the Governing Body (in line with the Complaints Policy).
- Further appeal can be made to the Local Authority.

LINKS TO OTHER POLICIES

- Safeguarding and Child Protection Policy
- Relationships and Behaviour Policy
- Health, Safety and Welfare Policy
- Gifted and Talented Policy
- Anti-Bullying Policy
- Reference in Curriculum Policies.
- Equality Policy and Equality Plan
- Supporting Pupils with Medical Conditions
- Accessibility Plan
- Intimate Care Policy

Wigan's SEND Information, Advice and Support Service (SENDIASS)

As part of Wigan's Local Offer, the Local Authority provides a flexible and supportive service for parents. From September 2014 the Parent Partnership Services evolved into the Information, Advice and Support Service (SENDIASS) – part of Embrace.

The service offers free, impartial information, advice and support for parents / carers of children with special educational needs or disabilities (SEND). This could be provided at any stage of the Code of Practice and in a variety of ways.

They encourage and develop partnerships between children, young people, parents, schools, the council and all other partners who are involved in identifying, assessing and meeting the special educational needs of children and young people.

Parents / carers can contact the service by:

Telephone: 01942 233 323 - Voicemail available if no-one can answer your call

Address: SENDIASS, Embrace Wigan and Leigh, Platt Bridge Community Zone, 81 Ribble Road, Platt Bridge, Wigan, WN2 5EG

Independent Supporters and EMBRACE

Independent Supporters provide additional support to families during the development of EHC Plans.

For further information please call: EMBRACE Tel: 01942 233323