



SEND Policy 2025-2026
Leigh St Mary's Church of England Primary School

Policy for SEND 2025-2026

Mission Statement

- **INSPIRE:** To be the best that I can be
- **BELIEVE:** To believe I can make a difference for good in this world
- **ACHIEVE:** To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

Overarching Statement

In accordance with our Mission Statement, school values and school aims we pledge to:

- ✓ Respect the equal human rights of all our pupils and to educate them about equality.
- ✓ Respect the equal rights of our staff and other members of the school community.
- ✓ Comply with relevant legislation and implement school plans in relation to race equality, disability, equality and gender equality.

We are committed to ensuring that:

- Children's special educational needs are identified early
- Support is put in place quickly.
- Staff have the knowledge, understanding and skills to provide the right support for children who have SEND.



Introduction

At Leigh St Mary's Church of England Primary School we aim to provide a broad, balanced and ambitious curriculum for all children who at any time may need to access special educational provision with regard to their academic, emotional or physical abilities.

Our school is warm, welcoming and open to all pupils and the ethos reflects a commitment to inclusion and equal opportunities. We are concerned with developing inclusive values, shared between all members of the school community. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise those barriers and maximise resources to support learning and involvement.

Universal Offer and Ordinarily Available Inclusive Practice

At Leigh St Mary's CE Primary School, our inclusive approach ensures that all children, including those with special educational needs and/or disabilities, have access to high-quality teaching and learning every day. We are committed to providing a universal offer that reflects the principles of the Greater Manchester Ordinarily Available Inclusive Provision (OAIP) and Wigan's Additional Practice Toolkit (APT). These frameworks outline the high expectations and inclusive practices that should be routinely available in all mainstream settings, without the need for additional or specialist provision.

Our universal offer focuses on meeting the diverse needs of all pupils through Quality First Teaching, differentiated planning, and adaptive approaches that promote participation, achievement, and wellbeing. This includes:

- A nurturing and relational school.
- A curriculum that is ambitious, inclusive and accessible, with reasonable adjustments made to remove barriers to learning.
- Classrooms and learning environments that are communication-friendly, sensory-aware and organised to promote independence and engagement.
- Regular assessment and monitoring to identify needs early, adapt provision and celebrate progress for all learners.
- Strong partnerships with parents and carers through clear communication, co-production of support plans and access to the Wigan Local Offer for SEND.
- Ongoing professional development to ensure staff have the skills, knowledge and confidence to support a wide range of needs within the classroom.

Where additional needs are identified that go beyond ordinarily available provision, we draw upon the graduated response outlined in the Wigan Additional Practice Toolkit. This ensures that appropriate, targeted support is implemented and regularly reviewed in collaboration with families and external agencies, enabling every child to flourish and achieve their potential.



The Wigan Additional Practice Toolkit (WAPT)

The Wigan Additional Practice Toolkit (APT) complements the Greater Manchester Ordinarily Available Inclusive Provision by outlining the additional, targeted strategies that can be implemented when a pupil's needs go beyond what is typically expected within universal provision. The WAPT supports schools in delivering a graduated response, providing practical guidance and evidence-based approaches across the four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. At Leigh St Mary's, we use the WAPT to inform planning, intervention and review, ensuring that support is matched precisely to each child's individual profile of need. The toolkit enables staff to reflect on current practice, identify effective strategies and seek further specialist advice when necessary. By embedding the principles of the WAPT, we ensure a consistent, structured and responsive approach to meeting additional needs within our inclusive, nurturing school community.

According to the SEN Code of Practice (2014), Children have special educational needs (SEN) if they have a learning difficulty that calls for special educational provision to be made for them.

A child has a learning difficulty if he/she:

- Has a significantly greater difficulty in learning than the majority of children of the same age. This may be for a variety of reasons.
- Has been identified as having a specific learning difficulty such as dyslexia, dyspraxia etc.
- Has a disability that prevents or hinders the child from making use of educational facilities of a kind that are generally provided for children of the same age.

The four categories as defined by the **Code of Practice (2014)** are:-

- Communication and interaction
- Cognitive and learning
- Behaviour, emotional and social development
- Sensory and/or physical needs

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)

Principles for inclusion including SEND pupils, EAL pupils and Able Pupils

All children will have equality of opportunity to achieve their potential in all subjects. All children will be expected to participate in the full, rich curriculum. In planning and teaching subjects, teachers will have due regard for the following principles:



- Every teacher is responsible and accountable for all pupils in their class, wherever or with whoever the pupils are working.
- Setting suitable learning challenges.
- Responding to pupils diverse learning needs and learning styles.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Ensuring challenge and extension when and where appropriate.
- Providing children with high levels of pastoral care and support.

Aims

We aim to ensure that a child with special educational needs should have his/her needs met by:

- Promoting early identification and assessment of children's needs.
- Providing a safe, secure and stimulating learning environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- Providing a consistent framework of support to teaching staff, to enable them to respond quickly and appropriately to children's needs.
- Working in partnership with parents, valuing their knowledge, views and experience in relation to their children's needs and involving them in decision making.
- Seeking the child's views and aspirations and involving them in their own target setting.
- Valuing children's individual achievements and promoting their self-esteem.
- Working in partnership with Wigan Education Authority and appropriate support agencies such as the link teacher support service, educational psychologist, health and social services etc.
- Providing teachers and teaching assistants with support, expertise, resources and training, in order to assist them in planning and providing a relevant and differentiated curriculum for all pupils.
- Monitoring and reviewing provision on a regular basis and looking at the impact of provision on raising standards.
- To ensure that children with physical/medical conditions have full inclusion in all school activities by consulting with health and social care professionals.

Co-ordinating SEND & Inclusion

Governors

The governing body will, in co-operation with the head teacher:

- Determine the school's policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements.
- Maintain a general oversight of the school's work.
- Ensure that the needs of SEND children are made known to all who are likely to teach them.
- Ensure that a pupil with special educational needs joins in all activities of the school, taking into account:
 - That it is reasonable, practical and compatible with the child's learning needs



- The effect on the efficient education of the other pupils
- The efficient use of resources to support teaching and learning
- Nominate a named governor for SEND.
- Monitor the school's work on behalf of children with special educational needs.

The Inclusion Team

Several staff in the school have designated responsibility for aspects of inclusion:

- **Head Teacher** – Sarah Watson
- **Special Educational Needs Co-ordinator (SENCO)** - Sarah Watson (KS1), Olivia McMillan (KS2)
- **Early Years SEND Lead** – Samantha Pickles
- **SEND Governor** – Allan Marsh

The role of the Headteacher

- the daily management of all aspects of the school's work, including provision for SEN children and the involvement of the pupil and their parents/carers
- to work closely with the SENCO to ensure strategic decisions take note of SEN
- to ensure that the governing body are kept fully informed about SEN and any reforms
- to ensure that the school's improvement plan include a SEN and inclusion priority
- to have regular meetings with SENCO to be informed of the progress of the children with SEN and updates regarding SEN issues

The role of the SENCO

- Support the Headteacher in the day to day operation of the school's SEND policy and help co-ordinate the provision for SEND pupils.
- Work closely with teachers and teaching assistants to help determine the strategic development of the SEND policy and provision within the whole context of our school improvement plan.
- Liaise with parents of children with SEN.
- Liaise with external agencies including Wigan Education authority's support and educational psychology services, health and social services and voluntary bodies and ensure that relevant background information about individual children with SEND is collected, recorded and up dated.
- Co-ordinating and developing school bases strategies for the identification and review of children with SEN.
- Overseeing the records of all children with SEN.
- Monitoring the progress of children on the School's SEN register.
- Contributing to the in-service training of staff.
- Carry out the referral procedures to the Local Authority to request an Education, Health and Care plan when it is considered that a pupil with SEN will require significant support and has followed the graduated response.



- To meet at least termly with each teacher to review and revise children with SEN in his/her class.

Class Teachers

All class teachers have responsibility for:

- Ensuring children with SEND benefit from Quality First Teaching.
- Planning for and teaching the range of pupils within their class effectively across the curriculum areas.
- Identifying a child with SEND.
- Keeping parents informed of their child's progress, any concerns, and action to be taken.
- Attending meetings with parents, as and when appropriate.
- Informing colleagues and those concerned with the child of any information imparted by parents/guardians pertaining to the child's progress.
- Liaising with the SENCO, teaching assistants, (TAs), pupils and parents in writing individual education plans for key children (PLPs) (Children at AS will not be given PLPs because teacher's planning adequately details how quality first teaching will provide adaptation and learning matched to the child's needs).
- Liaising with TAs and managing TAs to make best use of the resources available in class to support SEND pupils.
- Allocating TA time (if appropriate) above the normal classroom provision, to provide for children with SEN in their class.

Teaching Assistants

TAs have the responsibility for:

- Assisting the class teacher in the implementation of lesson plans.
- Assisting the class teacher in the implementation of IEPs and programmes from external professionals.
- Supporting the effective delivery of a differentiated/personalised curriculum.

Parents

We believe that the partnership between school and parents is important in enabling children with SEND to achieve their potential. Parents hold key information and have a critical role to play in their child's education. Parents are encouraged to become involved and account is taken of their wishes, feelings and perspectives on their child's development.

- ✓ The school has a positive attitude towards parents and will acknowledge and draw on parental knowledge and expertise in relation to their child.
- ✓ The school will tell parents when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action.
- ✓ The school ensures that parents understand procedures and have knowledge of their child's entitlement within the SEND framework.
- ✓ The school recognises the personal and emotional investment of parents and tries to be aware of their feelings.
- ✓ The school respects the differing needs of parents themselves such as a disability or communication barriers.



- ✓ The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints.
- ✓ The school gives parent access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents have a responsibility to:

- ✓ Inform the school about who has parental responsibility for a child.
- ✓ To communicate regularly with the school and alert us to any concerns they have about their child's learning or provision.

Wigan SEND Team

The SEND Team has responsibility to:

- ✓ Delegate appropriate additional funds to enable schools to meet SEND
- ✓ Administer formal assessment procedures
- ✓ Arrange for the parents of any child in their area with SEND to be provided with advice and information about matters relating to those needs
- ✓ Take appropriate steps to make parent partnership services known to parents, head teachers, school and others they consider appropriate.

Pupils

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

(The United Nations Convention on the Rights of the Child)

Children at our school should feel confident that they will be listened to and that their view will be valued. Pupils with SEND will (where possible):

- ✓ Participate in the decision making processes that occur in their education, including the setting of learning targets.
- ✓ Contribute to I.E.Ps and carry out reviews.
- ✓ Be encouraged to share in the recording process and in monitoring and evaluating their own performance.

The school recognises the need to give children a voice and encourage them to make decisions without overburdening them with decision making procedures (where they have insufficient experience and knowledge to make appropriate judgements without additional support).

Support Agencies

The school works in co-operation with support agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school; healthcare professionals; social care services departments; specialist support services and other providers. The school aims to work with these agencies to provide an integrated service.



Twice yearly planning and review meetings provide a forum for school staff and other agencies to co-ordinate their support for individual pupils with SEND.

Professional Development

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

Admission Arrangements

Our admission policy does not discriminate against any pupils with special needs or others who are at risk of social exclusion. We liaise with other agencies to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made. The school is accessible for people who are wheelchair users and has toilet facilities for the disabled.

Identification, Assessment and Provision of children with SEN- A Graduated Approach

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience. We undertake a graduated approach which draws upon the four part cycle Assess, Plan, Do, Review, with actions revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes. Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary.

Identification and Assessment

Our links with the Early Years Inclusion Team and other settings enable us to liaise regarding children who may transfer with SEND. Other relevant documentation (via the speech and language therapy departments, educational psychologists etc.) may also aid early identification prior to school entry.

The records of children transferring from other primary schools will be carefully checked to aid identification. Once children are admitted, the following identification arrangements apply:

- The class teacher will identify any concerns using classroom observation and informal assessment
- Parents voicing a concern may highlight a particular need
- Outside agencies may bring a problem to the school's notice



- A baseline assessment using the Foundation Stage Profile from point of entry into reception is undertaken. This can indicate areas of concern and alert teachers to children who have particular difficulties, some of whom might have special needs
- Progress against the objectives specified in the National Curriculum
- Performance against the level descriptions within the National Curriculum at the end of a key stage
- Evidence from progress weeks and progress meetings with the head teacher
- Build up knowledge and information over time of the child's strengths and weaknesses, and identify instances where the child is not learning as effectively as possible.

At Leigh St Mary's we recognise the importance of early identification, assessment and provision for any child who may have special educational needs. Assessment is not regarded as a single event but as a continuing process.

Provision for children with SEND

In order to help children who have special educational needs, the school adopts a graduated response that encompasses an array of strategies. We recognise that there is a continuum of special educational needs and where necessary, bring increasing specialist expertise to bear on the difficulties that a child maybe experiencing.

SEN Support

Triggers for intervention

- Evidence that a child has made little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent SEMH needs which are not supported by the behaviour management technique that is usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The class teacher together with SENCO will gather all available information about the child and seek additional information from the parents.

Provision

The school invests in teaching assistants who support classes. The class teacher is responsible for providing interventions and targeting support.



- ✓ Teachers will ensure that individuals and groups are identified in planning (where necessary) through differentiation of task.
- ✓ Learning will be personalised to the needs of the child, providing support or extra challenge where necessary.
- ✓ When undertaking termly reviews of targets in English and Mathematics, teachers will consider intervention/support strategies and groupings for these pupils
- ✓ The school may refer a child to the relevant external support service(s).
- ✓ The child may have an Individual Education Plan (IEP) written by the class teacher in partnership with SENCO and any support services
- ✓ Support services may provide specialist assessment and will advise and support teachers on setting targets for learning, learning strategies, resources and training if needed for the teacher or class TA
- ✓ In some cases, children may work with specialist teachers, TAs or health care professionals
- ✓ The SENCO will review support and endeavour to use SEN funding to target resources to provide for the needs of the child and fulfil the requirements of the IEP to meet individual targets

Parents will be consulted and kept informed of the action taken to help their child and the outcome of this action.

Education, Health and Care Plan (EHC)

Triggers for EHC plan

EHC plan will be requested by the school where a child has demonstrated significant cause for concern. This is usually after strategies have been in place and programmes implemented without success over a sustained period of time with educational psychologist involvement. Parents are fully involved in discussions leading up to the school's decision to request statutory assessment. The educational authority will seek evidence from the school that any strategy or programme implemented for the child in question has been relevant and has continued for a reasonable amount of time without success.

Provision

The funding and provision for the child will be determined by EHC plan. The school has a statutory duty to ensure that the provision is made and to monitor and review progress.

SEND children are fully integrated into the mainstream classroom with the support of the class teacher and teaching assistant.

The children with an EHC plan will be reviewed termly in addition to the statutory annual assessment.

Children with SEND receive, according to their needs, support in some or all of the following ways:

- ✓ Quality first teaching.
- ✓ In class support by the class teacher, working in small groups or individually according to their needs
- ✓ Strategies outlined in Wigan's Ordinarily Available Inclusive Practice document
- ✓ Being provided with an adapted or bespoke curriculum



- ✓ Small group or individual work with teaching assistants following an individual/group programme of work. This could be in class or withdrawn support
- ✓ When appropriate, work with external specialist staff.

Pupil Learning Plans

Pupil Learning Plans will be written for children on school action plus and for those children with Education, Health and Care plan. These will record what is additional to and different from the year groups differentiated curriculum plans. The PLP will focus on 3 or 4 individual specific, measurable, achievable, relevant targets (SMART). The child's views will be sought and taken account of, as will those of the parents, whose support is valuable if progress to be achieved and maintained.

Success Criteria

The success criteria for the SEND policy are:

- ✓ Children are correctly identified at different stages as outlined in the Code of Practice
- ✓ A register is maintained of children with SEND with stages identified
- ✓ A record is kept of all relevant documentation relating to each child on the register
- ✓ Children who are causing concern are identified and monitored
- ✓ PLPs are drawn up together with outside agencies at school action plus
- ✓ Children are meeting targets drawn up in their PLP
- ✓ Early school based intervention and good deployment of resources result in fewer children moving to School Action Plus/ EHCP
- ✓ A record is kept of meetings with parents and outside agencies
- ✓ School has used the full allocation of visits from the Educational Psychologist and TESS Link Teacher
- ✓ Where outside agencies have been involved, reports have been received

Transition

For children joining Leigh St Mary's in Reception Class, in the Summer Term before your child starts school, your child's new class teacher will gather information about your child through visits to nurseries and through home visits. A huge emphasis is placed upon all children making a successful start to primary school and there are many events arranged in the summer term to help your child get to know Leigh St Mary's. These events include three 'Get Set for School' sessions and a teddy bear summer project.

If your child is joining Leigh St Mary's from another school we work hard to ensure this transition is well supported.

- Before starting school, your child will be invited to visit the school and spend time with the adults and children who will be in their class.



- Teaching staff meet to transfer records and the children visit to familiarise themselves with the building and to meet the staff. All these preparations help to ensure that the transition is a happy and successful one.

When your child is in Year 6 and getting ready to move on to high school, transition planning plays an important role.

- Close links are maintained with Bedford High School, where the majority of pupils move onto in Year 7.
- Close links are also established with a range of secondary schools within the local area such as Lowton High School, Golborne High School, Westleigh High School, Culcheth High School and St Mary's High School.

Enhanced Transition:

For children with special educational needs, enhanced transition packages may need to be arranged. These will be personalised to individual needs at the time of transition. Where children in Year 6 have Education Health and Care Plans, meetings will be held with the Local Authority to help families determine the best high school choice for your child.

Possible transition support may include:

- ✓ Visits to the new environment
- ✓ Meeting the new teacher and support staff
- ✓ Carrying out transition activities such as a day in the new class or a meet the new teacher activities
- ✓ Teachers and support staff transition meetings
- ✓ Opportunities to meet new parents
- ✓ Creating Pupil Passports
- ✓ Creating One Page Profiles
- ✓ Sharing examples of pupils' work
- ✓ Sharing assessment data
- ✓ Sharing knowledge of successful interventions
- ✓ Sharing Personal Learning Plans (PLPs), Individual Behaviour Plans (IBPs), Positive Handling Plans (PHPs), Pastoral Support Plans (PSPs), Education, Health and Care Plans (EHCP)
- ✓ Sharing knowledge of external agency involvement
- ✓ Creating social stories for individual pupils with more complex needs

Monitoring and Evaluation

The monitoring and evaluation of SEND provision is conducted as part of the school system for monitoring the quality of classroom provision and continuity and progression of the curriculum.

Review date: September 2026

