'A unique family in faith, love and learning'

Special Educational Needs and Disabilities (SEND) POLICY

Reviewed: February 2026

Next review: February 2027

Special Educational Needs and Disability (SEND) Policy

This policy should be read alongside:

- The SEND Code of Practice (published January 2015), the Children and Families Act (2014) and other documents from the Standards and Testing Agency.
- Bolton Local Offer on: www.bolton.gov.uk/sendlocaloffer

Commented [SP1]: Updated relevant documents.

Commented [SP2]: Should we reference government SEND reform plans / white papers which are expected before the next review window?

Rationale:

The SEND Code of Practice states that children with SEND should achieve well in school and lead happy and fulfilled lives. At St Bernard's we live this through our mission statement: 'A unique family in faith, love and learning'. We understand our teaching and provision should enable all children with SEND to achieve at their personal highest potential and that we should endeavour to remove any barriers to children's learning, participation and attainment. As outlined in the SEND Code of Practice, children will be identified as having a Special Education Need or Disability if they have a weakness in one (or more) of the Four Broad Areas of Need: cognition and learning; communication and interaction; social, emotional and mental health difficulties or physical and sensory needs. We understand that every child with SEND is unique, has their own strengths and areas for improvement and that our teaching and provision needs to be adaptive in order to best meet the needs of every individual. We aim to deliver this through regular quality first teaching, differentiation and appropriate extra. This should be informed by regular assessment of the need of the whole child and liaison with external agencies and professionals where needed.

Commented [SP3]: Change of wording for clarity.

Aims and Connected Provision:

The SEND Code of Practice states that:

- special educational needs and disabilities should be picked up at the earliest point with support routinely put in place;
- parents will know what services they can reasonably expect to be provided;
- children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve;
- the aspirations for children and young people will be high through an integrated focus on life outcomes, including employment and greater independence.

Commented [SP4]: Change of wording; to reflect this is now fully embedded in the process.

St Bernard's meets these aims through an integrated approach using one, some or all of the following provisions. The needs of every child with SEND are assessed individually and regularly to make best use of these provisions:

- adaptive teaching to meet the needs of each child with SEND as a learner in every area of the curriculum;
- extra support throughout the school day as needed;
- intervention work to accelerate or consolidate learning;
- discussion, support and advice from external agencies with expert knowledge on areas of need (e.g. Speech and Language Services, Behaviour Support, Woodbridge

Commented [SP5]: Change of wording; previously 'differentiation'.

Commented [SP6]: Updated the name of service; previously called Ladywood Outreach Service.

SEND Service, Educational Psychologist, Occupational Therapy, Physiotherapy). These external professionals can liaise with school staff, observe and assess children in school and at home or deliver teaching and activities directly to children with SEND in school;

- access to intervention groups; we have an informal alternative provision to provide support and learning needed by individuals with SEND that cannot or should not be delivered in the whole class setting;
- parents of children with an Education Health Care Plan (EHCP) are invited into school at least termly to discuss their child's progress, achievements and any more support or intervention that may need to be put in place;
- parents are always consulted before a child is put on to the Special Educational Needs and Disability register or referred to an external professional for the first time to discuss the reasons for this and how it will support them / their child;
- all children on the Special Educational Needs and Disability register are tracked on a provision map to outline their progress, attainment and any extra support / interventions they receive. This is assessed and updated every term and shared with parents;
- targets set for children with SEND include academic goals as well as life skills such as social, emotional and communication targets to develop independence and work towards holistic development. EHCPs outline formal targets set for the end of the academic year, end of KEY Stage and by the age of 25. These are formally reviewed annually.

Commented [SP7]: Removed 'which runs in the afternoon'. Added 'informal' to reflect this is funded and run by the school, not directly funded or allocated by the LA.

Commented [SP8]: Change of wording; previously 'invited into school'.

Commented [SP9]: Removed: 'differentiation'

Teaching, Learning and Assessment:

Commented [SP10]: Changed from 'Planning and Assessment'

At St Bernard's, we aim to always give appropriate, engaging and meaningful learning opportunities to all the children in our care, including those with SEND. Teaching and learning is adaptive to the needs of all our learners. When needed, adjustments are made at an individual level for those children with SEND.

Commented [SP11]: Changed from 'Planning is differentiated'

Commented [SP12]: Changed from 'differentiation'

Commented [SP13]: Removed: 'Planning is also under regular review to ensure its quality.'

At St Bernard's we follow a graduated response to providing support for children who have SEND or have been identified as possibly having SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or alterative provision.

Commented [SP14]: Added.

(Wave One)

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

Commented [SP15]: Changed from 'differentiation'

The quality of teaching for all pupils, including those with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and professional development for all teaching and support staff.
The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

(Wave Two)

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given

their age and starting point, extra support is provided. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, will assess whether the child has a significant learning difficulty. The provision and appropriate evidence-based interventions, will be shared with parents and put in place. Support will be planned and reviewed by the class teacher, along with parents, SENCo, and, where appropriate, the pupil themselves. Plans for the use of support should relate to a clear set of expected outcomes.

(Wave Three)

Once a Special Educational Need is identified, four types of action are taken to put effective support in place – Assess, Plan, Do, Review. This is the graduated approach called SEN Support. This includes regular review of the progress made and adaptations to the support provided as required. Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

The provision made for pupils with SEND is recorded and kept up to date. The evidence of the support in place for SEND pupils and the impact of that support on their progress is monitored by the SENCo. The quality and appropriateness of the overall provision will be regularly reviewed and its impact on children with SEND monitored. When progress improves and it is appropriate to do so, support will be gradually withdrawn and outcomes monitored. Pupils can then be removed from the SEND register although monitoring would continue to ensure appropriate progress is maintained.

If progress does not improve, even with additional specialist support from the appropriate outside services, additional funding and support may be needed through the EHCP referral process.

Commented [SP16]: Changed from: 'High Needs Funding'.

Assessment:

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. For children with SEND adequate progress can be defined in a number of ways.

It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour;
- demonstrates improved well-being, regulation or engagement of the pupil.

Commented [SP17]: Added.

It is vital therefore that the whole team around the child understand their needs, abilities and successes.

Commented [SP18]: Changed from: 'all the leaders of learning'

Individualised Support:

We understand that our learners with SEND may need personalised and adapted provision. For pupils with an EHCP, we are proactive in finding the best ways to promote the individual pupil's progress. In exceptional circumstances, this may mean that a pupil accesses some lessons or activities in a lower year group.
This may only be offered for pupils who:

- have an EHCP;
- have levels of attainment significantly below their chronological year group;
- have needs which cannot be met within their chronological year group.

The decision allow pupils to access learning in a different year group would be made jointly by the Head Teacher, SENCO, parents/carers and any relevant external professionals within the existing Annual Review process. This is not preferred way to educate our pupils and would only be granted with comprehensive evidence to support the decision.

Admissions

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that name the school must be admitted once consultation between the Local Authority and school is completed. The school is consulted to ask whether they can meet the child's needs in their setting.

When applying for admission to the Reception class, it is important to inform school of any SEND or additional needs your child may have. Once a place is confirmed, please contact school so a preliminary meeting can be arranged with the SENCO / Head teacher and any linked professionals.

The school has an open evening and open session for new parents in the autumn term prior to Reception admission the following September. This is an opportunity for parents to have a tour of school and staff are available to ask questions.

There are induction visits for new Reception children in the summer term and if additional visits are needed for your child, they can be arranged. The Reception Class teacher and SENCO can visit nursery settings prior to starting school as part of the transition process.

An enhanced transition programme can be put in place, which could include extra visits, transition booklet or a part-time timetable to ensure a smooth transition into school.

If it is an in-year admission or admission to another year group please refer to our Admissions policy.

Roles and Responsibilities:

The SENCo will:

- work with the Head Teacher and governing body to determine the strategic development of the policy;
- co-ordinate provision for children with SEND;
- liaise with & advise teachers on SEND provision;
- work closely with parents in support of their child's Special Need or Disability;
- support Teaching Assistants with SEND responsibilities;
- contribute to the in-service training of staff;
- liaise with external agencies.

The Governing Body will:

- ensure that necessary provision is made for any pupil who has SEND;
- ensure that a 'named' member is identified to monitor SEND provision;
- have regard to the Code of Practice when carrying out its responsibilities;
- be involved in developing and reviewing SEND policy.

The Head Teacher will:

- be involved in management of provision for children with SEND;
- keep the governing body fully informed about SEND within the school;
- work closely with the SENCo;
- ensure that the school has clear strategies for working with parents, and that these strategies encourage involvement in their child's education;
- ensure that the school SEND Information report is up to date and published on the school website.

Professional development:

Professional development is vital to supporting our children with SEND as their needs and global research are constantly changing. Therefore, the SENCo will ensure that whole staff training is regular and effective. This may take the form of in-house training led by the SENCo or training led by external providers delivered during INSET sessions. Staff will also be expected to attend external training if necessary. Any relevant professional development undertaken by the SENCo will also be reported back to the staff team.

Policy drawn up by S Parkinson/SENCo