SENDCo contact: Miss Egan
Tel: 01942 255339

Email: sendco@hindley.atctrust.org.uk

Hindley J and I School

SEND Policy

July 2026

Review Date: July 2027

Signed on behalf of the School: Miss A Mckeever

Signed on behalf of the Governors: Mr Haskayne

POLICY DETAILS

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

ROLES AND RESPONSIBILITIES

The SENDCo- Miss Egan

The SENDCo has the responsibility for:

- Working closely with Teachers and Learning Support Assistants to help determine the strategic development of the SEND policy and provision within the whole context of the School Improvement Plan.
- Supporting the Headteacher in the day-to-day operation of the school's SEND provision and ensure that relevant background information about individual pupils with SEND is collected, recorded and updated.
- Monitoring progress of all pupils, including those with SEND.
- Advising on curriculum differentiation and accessibility concerns.
- Supporting Teachers planning to meet pupil's diverse needs.
- Advise on inclusive quality first teaching approaches.
- Model good SEND classroom practice.
- Monitor the quality and effectiveness of SEND policy and provision.
- Support the implementation of the NC inclusion stamen of principles.

- Maintain productive partnerships with parents and SEND pupils.
- Advise on the efficient and effective deployment of Learning Support Assistants.

Governor- Jack Summerlin

The SEND (inclusion) Governor has the responsibility for:

- Making sure that the necessary support is made for any pupil who attends the school with SEND.
- Monitor provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCo and analysis of data.
- Work closely with SENDCo to help determine the strategic development of the SEND policy and provision within the whole context of our School Improvement Plan.
- Be aware of attainment and progress: holding SENDCo and SLT accountable for.

Headteacher-Miss McKeever

The Headteacher has the responsibility for:

- The daily management of all aspects of the school's work including provision for SEND pupils.
- Working closely with the school's SENDCo.
- Keeping the governing body fully informed.
- Leading and developing a vision for inclusion within the school.
- Ensuring that the School improvement Plan and Subject Plans include SEND priorities.
- Ensuring SEND features on key meeting agendas.

Class Teachers

All Class Teachers have responsibility for:

- Planning for and teaching the range of pupils within their class effectively across the curriculum areas.
- Identifying a pupil with SEND. Keeping parents/carers informed of their pupil's progress, any concerns, and action to be taken.
- Attending meetings with parents as and when appropriate.
- Informing colleagues and those concerned with the pupil of any information imparted by parents/carers pertaining to the pupil's progress.
- Liaising with Learning Support Assistants and managing them to make best use of the resources available in class to support pupils with SEND.
- Planning and or delivering interventions to individuals or groups of pupils in their class.

IDENTIFICATION

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

How do you identify children with special educational needs?

Children's needs are identified using the Graduated approach as recommended in the most recent version
of the SEND Code of Practice. Within Hindley J & I School the following process will be used.

a) Class teacher becomes concerned about lack of progress and adjusts teaching (adaptive teaching and differentiation).
b) If progress is not made they will consider specific direct support to address and develop skills (intervention) including discussions with parents and the use of the assess, plan, do, review (APDR) process.
c) Ongoing difficulties are discussed with the SENDCo who considers additional identification of needs within school (assessment).
d) Discussion with and possible support from outside agencies (referral).
e) Allocation of additional staff support from within school, or purchase of supportive equipment (resources).
g) If considered necessary, there may be a request to the Local Authority for additional support via an application for an EHCP and the allocation of additional funds to support specific interventions or resources (application).

How will I be able to raise any concerns I may have?

- Speak to the class teacher as soon as you are concerned as they may be able to quickly alleviate these concerns and if not will be able to monitor these with you.
- Speak to the Learning Mentor who can discuss your concerns and liaise with school staff to gather information and monitor ongoing progress.
- Speak directly to the SENDCo for advice and guidance.

<u>SUPPORT</u>
How will school staff support my child?

Who will oversee and plan the education programme and who will be working with my child and how often?

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The Special Educational Needs Coordinator (SENDCo), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs.

What will be their roles?

Teachers respond to children's needs by:

- providing support and differentiation within the curriculum planning for children who need additional help;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and their emotions, particularly trauma or stress, and to take part in learning effectively and safely.

The SENDCo monitors the movement of children within the SEN system in school. In our school, the SENDCo:

- manages the day-to-day operation of the SEN processes;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers;
- acts as the link with the Local Authority, external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

Our Learning Mentor works across school to support the social, emotional, mental health, welfare and learning of pupils within school. They also have a role to play in supporting parents and carers. Their support is coordinated by the school's Head Teacher.

Who will explain this to me?

The school works closely with parents and carers in the support of those children with additional educational needs. We have regular contact to share the progress of special needs children with their parents or carers, inform them of any outside intervention, and share the process of decision-making by providing clear information relating to the education of children with special educational needs.

How does the school know how effective its arrangements and its provision for children with special educational needs are?

School tracking identifies pupils considered to have special needs and their progress is monitored by Senior Leaders. The SENCo monitors provision for children with SEN. School data, and data published by the DfE and Ofsted, note the performance of children identified as having SEN&D. The views of children and parents are regularly sought through pupil progress meetings, informal discussions and questionnaires and are used to inform school developments.

CURRICULUM

How will the curriculum be matched to my child's needs*?*

What are the school's approaches to differentiation and how will that help my child?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs and we have high expectations of all our children. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to participate fully in all aspects of school life. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual planning features significantly in the provision that we make in the school. By breaking down levels of attainment into smaller steps and appropriate targets, we ensure that children experience success. Wherever appropriate we use additional assessments (such as Boxall assessments) and tracking systems (such as 'BSquared') to inform provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom; however, there are times when we can maximise learning by organising the children to work in small groups or in a one-to-one situation outside the classroom. This work is carefully planned, time limited and overseen by the class teacher.

COMMUNICATION

How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

Class teachers are always willing to make arrangements to speak to parents that are mutually convenient. Our Learning Mentor is available at the start and end of the school day to discuss your concerns with, or appointments can be made to speak to them in private. The SENDCo can be contacted at the school and a meeting arranged at a mutually convenient time. Where a plan of support has been agreed with parents, a time and date for regular review meetings will be arranged.

How will you explain to me how my child's learning is planned and how I can help support this outside of school?

Class teachers hold regular reviews of progress with parents and information is sent home relating to progress, attainment and attendance. Where additional support is agreed, parents are encouraged to maintain regular contact with staff through agreed meeting times or the use of a communication book. This allows school to ensure information to and from parents is up to date and relevant. We have regular meetings to share the progress of special needs children with their parents or carers based on the stage of investigation, severity of need and availability. Where an EHCP is in place annual reviews will be held to discuss provision and progress.

How does the school know how well my child is doing and how will I know what progress my child should be making?

School practices mean that pupil progress is monitored throughout the year and this information is shared with parents when we meet. We refer to outside agencies when appropriate, with parental consent, and many of these offer additional assessment and/or advice relating to the expectations school should have relating to achievement and progress. We share the process of decision-making with parents/carers by providing clear information relating to the education of children with special educational needs whether the information is from the school itself or feedback from the external agency.

Do you offer any parent training or learning events?

The school works closely with parents and carers and we encourage an active partnership. Class teachers organise regular parental events within school which all pupils, whether identified as SEN or not, are encouraged to participate in. Where appropriate, staff will refer children and/or their families to more specialist services and support should this be appropriate and agreed within the discussions with parents.

WELLBEING

What support will there be for my child's/young person's overall wellbeing?

What is the pastoral, medical and social support available in the school for children with SEND?

Our Learning Mentor is available to support children and their families where there is an issue which may be preventing them from participating fully within the school. Where appropriate Early Help meetings may be initiated to support the pupil and their family which may draw in additional services from the Local Education, Social Care and Health Authorities as appropriate.

How does the school manage the administration of medicines and providing personal care?

When medication is required to be taken within school time, arrangements can be made for a member of staff to administer with parental agreement as outlined in the medical needs policy. Parents should contact the reception team to arrange to discuss medical needs with the office staff and complete the appropriate paperwork which then allows staff within school to administer the medication when required.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The class teachers manage the day to day discipline of the classroom and children will be supported to participate appropriately using the school's agreed systems of rewards and sanctions. Where children require additional support the Learning Mentor will become involved and in discussion with parents plan additional ways to support the pupil to develop the skills needed to manage their own behaviour better. Should additional support from outside agencies be appropriate this will be discussed with parents and an Early Help or Pastoral Support Plan initiated drawing on the support from outside services, which may not necessarily be from within Wigan LA dependent upon the needs and availability of support.

Where attendance and/or punctuality is identified as an issue the Learning Mentor will follow similar processes as above and monitor progress and improvement over time; this will be recorded using an Assess, Plan, Do, Review (APDR) format. Where attendance continues to cause concern more formal processes will be followed as outlined in the school's attendance policy.

How will my child be able to contribute his or her views? How will the school support my child to do this?

At Hindley J & I School, we are proud of the positive relationships that children have with the staff. Should additional support be felt appropriate the Learning Mentor is able to spend time speaking to pupils about their views and support them in resolving any issues. We have a School Council who can collect and share class opinions to inform the development of whole school practice.

When children with Special Needs find communication difficult we often use symbols or objects to assist communication within school and pupils would be encouraged to use these to assist in their voice being heard; a number of staff have been trained in 'Talking tables'. If the family have English as an additional language and require an interpreter, school will consider providing this resource to assist with communication within appropriate meetings.

SPECIALIST HELP

What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?

The School's SENDCo is an experienced classroom teacher and senior leader who has achieved the National Award for Special Educational Needs Coordination. The SENDCo meets regularly with staff from the Local Authority such as the Educational Psychology Service (EPS) who may work with or assess pupils with parental consent.

What other services does the school access, including health, therapy and social care services?

School can assist with onward referrals to a number of Local Authority Support, Care and Medical provisions if these are considered appropriate in discussion with Parents/Carers. These may include:

- Speech and Language Therapy
- Occupational Therapy
- Paediatrics
- School Nurse

- Mental Health services (CAMHS/PCMHT)
- Hearing and Vision Support Services
- Social Care etc.

Details of services provided by the Local Authority can be found in their Local Offer on their web site https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

TRAINING

What training are the staff supporting children and young people with SEND had or are having?

Recent and future planned training and disability awareness.

A full register of staff development, experience and training is maintained within school.

All school staff take part in regular CPD opportunities to develop their understanding and skills in supporting children with a range of needs including SEND. As training needs are identified the SENDCo will coordinate appropriate training either to the whole staff or identified individuals as deemed appropriate.

All staff within school have been trained in Team-Teach which is a system of training to support the development of positive responses to children's behavioural and emotional needs, including the use of restraint should it be necessary. Further information about Team-Teach can be found at https://www.teamteach.co.uk/ .

Training has been provided to make staff aware of specific medical needs within school as required by specific pupils or groups of pupils. This includes Diabetes training.

INCLUSION

How will my child be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

All educational visits and activities are subject to appropriate planning and risk assessment processes and are always intended to be accessible to all pupils. Where parental assistance may be required this will be discussed in advance with the parents/carers of those involved and where they are not available additional school staff may be allocated to ensure the child does not miss out (Where we believe a child warrants 1:1 support for an outside activity, we ensure this is also put into place).

ACCESS

How accessible is the school?

Is the building fully wheelchair accessible?

The school building occupies a level site with corridors and doors that are wheelchair accessible. There are a number of access points to the building which are all wheelchair accessible.

Have there been improvements in the auditory and visual environment?

There is plenty of natural light in each classroom and soft furnishings are used to reduce the amount of reverberation and noise disturbance. Displays are carefully planned to be informative yet uncluttered and classrooms follow an agreed colour code for backing paper. Corridors and doorways are wide enough to accommodate the needs of people with mobility issues.

Are there disabled changing and toilet facilities?

There are disabled toilets accessible throughout school, including a shower room facility.

How does the school communicate with parent carers whose first language is not English?

Within school we will endeavour to support all our parents whatever their communication needs. School social media / communication systems have translation functionality. Where parents do not have English as a spoken language we encourage them to bring friends, family or representatives from the local community to assist in meetings. Where a translation programme / App is appropriate these will be utilised. We can access the Local Authority EMAS (Educational Minority Achievement Service) support if required, or commission translators from recognised agencies.

Information for new or prospective parents relating to school uniform etc. are printed with the addition of photographs and/or images to assist them. Where classes are using 'Class Dojo' the interpretation option is available to support parents and staff. Where appropriate, letters will be sent with a web, "Google translate" or "Microsoft Office" based translation in order to assist parents who may find accessing their meaning difficult. Where further clarification is needed staff will consider using "Google translate" on a tablet to assist with two-way communication.

How will equipment and facilities to support children and young people with special educational needs be secured?

The SEN budget is held by the SENDCo and can be used to provide resources and equipment for any pupil with additional needs. There is a small stock of commonly used SEND assistive equipment and specific items can be purchased when required.

TRANSFER

How will the school prepare and support my child to join or transfer to a new school?

What preparation will there be for both the school and my child before he or she joins the school?

Where a child has identified Special needs, the SENDCo will liaise with the parents, Local Authority SEND team and staff from the current school to identify any adaptations or resources that may be needed in advance of transfer. Both parents and pupil(s) will be encouraged to visit the school in

advance of a decision being made to transfer and pre-transfer information is gathered by the SENDCo and/or Learning Mentor.

Where other professionals are involved the SENDCo will communicate with them to identify information to be shared and will pre-arrange review meetings following transition.

Parents will be provided with school information, including prospectus and uniform/equipment details, and pre-admission permissions will be sought (e.g. policy agreements etc.).

How will he or she be prepared to move onto the next stage?

Within school we carefully plan transition between classes and all relevant information is shared between the previous and new class staff in advance of change, including a period of time within the new classroom with the relevant staff (this takes place during summer term).

Where transition to KS 3 is to take place, children with identified additional needs, including SEN, are discussed at a pre-transition meeting with the receiving secondary school and, if possible, transition sessions in both our school and the receiving school take place. Additional sessions to these can be arranged should it be felt appropriate for the individual pupil. Where a pupil with SEND has an EHCP, the receiving Secondary school will be invited to the transition review, usually held in the Autumn or Spring term prior to transition.

What information will be provided to his or her new school?
The receiving school will be provided with the following: current academic results, the outcome of any additional assessments by school or support services, notes of meetings held to discuss additional needs, and where there is an EHCP the relevant documents including review information. The pupil's electronic information held on the school's SIMs system, including SEND information, will be transferred to the new school as soon as confirmation is received relating to the completion of transfer.

All paper documents (Including safeguarding information if held) are transferred to the receiving school and a receipt retained to provide evidence of this if required in the future.

How will you support a new school to prepare for my child?

As outlined above, support will be offered to the receiving school of any transferring pupil which is appropriate to the location and needs of the pupil. This may include supported visits, telephone conversations and e-mail communications. If appropriate, the SENDCo will visit the receiving school (or host the school to visit Hindley J & I) during which detailed plans can be finalised.

RESOURCES
How are the school's resources allocated and matched to children's special educational needs?

How is the school's special educational needs budget allocated?

The school's SEN budget provides staff, resources and equipment across the school to meet the varying needs of identified pupils within the whole school and is managed by the Head teacher in discussion with the SENCo. Additional SEN budgets are managed by the SENCo and can be used to provide for additional needs as identified by school staff, support services or agreed parental request.

DECISION MAKING

How is the decision made about what type and how much support my child will receive?

Describe the decision making process.

School will follow the "graduated approach" recommended in the SEN Code of Practice and exemplified in this document when identifying the needs of pupils. Additional support requirements will be discussed by the class teacher, SENDCo and Parent/Carer should such support be felt necessary. Where recommendations are received from an external support service (such as Speech Therapy and EPS) all suggestions will be fully considered.

Who will make the decision and on what basis? Who else will be involved? How will I be involved?

The SENDCo, in discussion with the parent, class teacher and if appropriate phase leader, will decide on support requirements from within the department or SEN resources. Should additional resources or staffing be required this will be discussed with the Head teacher who will make a final decision based on identified needs and budget considerations. Where it is felt that resources additional to school allocations may be required, the SENDCo will liaise with the Local Authority to discuss. Parental views will always be considered, however the final decision about support and funding will be made by the school.

How does the school judge whether the support has had an impact?

When progress is discussed at parent meetings or meetings with professionals the effectiveness of support will be reviewed. At these points support may be adapted or changed depending on progress and attainment. Effectiveness (or impact) will be judged against agreed targets from the outset of the intervention. School have a number of ways to measure progress, including statutory assessment, in school testing, teacher monitoring processes and other measures of progress (e.g. BSquared).

INVOLVEMENT

How are parents involved in the school? How can I be involved?

Describe the school's approach to involving parents in decision making and school life including for their
own child.

School is proactive in involving parents in the life of the school. Parents can communicate with teachers through Class Dojo and other appropriate social media or e-mail. Teaching staff are available at mutually convenient times to maintain contact about issues or good news.

Whenever concerns arise regarding the progress of a pupil, parents will be invited to speak to school staff and to play an active role in the formation of action plans and review of progress (often through our APDR process). Where there is an ongoing SEN provision, parents will be invited to play a role through progress and review meetings.

The school holds "Parent Review meetings" when the parents are invited into school to discuss the progress their child is making. An annual report to parents outlines the progress made by pupils and

parents are encouraged to return feedback.

The school consults parents through questionnaires periodically and parental views are always welcome using the Ofsted Parent view website https://parentview.ofsted.gov.uk/

CONTACT, COMPLAINTS AND THE WIGAN LOCAL OFFER

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

Your first point of contact would be the class teacher.

Who else has a role in my child's education?

The SENDCo and Learning Mentor all play important roles in your child's education and can be spoken to if you wish to discuss needs further.

Who can I talk to if I am worried?

In the first instance the class teacher or Learning Mentor would be your point of contact. For concerns about SEN processes or information you should ask to speak to the SENDCo.

Who should I contact if I am considering whether my child should join the school?

If you contact the Reception desk or administration phone number and leave your details, someone from school will return your call and discuss your needs.

Who is the SEN Coordinator and how can I contact them?

The SENCO is Daisy Egan and they can be contacted at the school address and telephone number. (01942 255 339)

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Should you have a concern to raise you should arrange to speak to the school SENDCo in the first instance. If they are unable to resolve your difficulty, then a letter outlining the nature of the concern should be addressed to the Head teacher who will investigate and respond to your request. If you feel this does not resolve your complaint, you may ask that it is reviewed by the Chair of the Local Academy Board.

Where can I find the local authority's Local Offer?

Wigan's Local Offer can be found at:
https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

The Family Information service directory can be accessed directly at: Wigan Family Information Services Directory.