

Gilnow Primary School

SPECIAL EDUCATIONAL NEEDS POLICY



2025-2026

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School contact details can be found on the front cover of this policy.

The Special Educational Needs Co-ordinator, Miss Williams, who has completed the Special Educational Needs Co-ordinator qualification with Edge Hill University and is part of the school's senior leadership team.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0-25 (2014) 3.65 and has been written following the National Association of Special Educational Needs template (2014) and with regards to the following guidance and documents:

- Equality Act 2010: Advice for Schools Department for Education Feb 2013
- Special Educational Needs and Disabilities Code of Practice 0-25 (2015)
- School's Special Educational Needs and Disabilities Information Report Regulations (2014) see school website link
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

This Policy has been written by the Special Educational Needs Coordinator in liaison with the Special Educational Needs and Disabilities Governor and the Head Teacher. It will be shared with Senior Leadership Team, all staff and parents on completion. It will be reviewed over the course of 2025-26 in consultation with all staff and parents of children with Special Educational Needs in the light of the Partnership Approach to meeting Special Educational Needs in schools.

Introduction

Every teacher is a teacher of every child including those with Special Educational Needs and Disabilities.

At Gilnow Primary School, we believe that every child is entitled to an education that enables them to achieve their full potential. All staff are committed to meeting the Special Educational Needs of pupils and ensuring that they all make progress. We aim to meet the needs of children with SEND in a positive and proactive way, whatever their age, gender, race, attitude or background. We celebrate diversity by valuing and respecting all our differences.

Everyone at Gilnow Primary School is committed to including every child with Special Educational Needs in all aspects of school life.

SECTION 2: AIMS AND OBJECTIVES

Aims of the Special Educational Needs and Disabilities Policy

It is our aim that the individual needs of all children with Special Educational Needs and Disabilities are clearly understood so that we can prevent and remove potential barriers to their learning.

We aim to develop a child's self-awareness to establish effective self-help strategies, lifelong skills, positive self-image and strong relationships, so that all children can reach their potential in school and in the world beyond.

The Special Educational Needs policy at Gilnow Primary School supports the school aims.

Our School Aims

At Gilnow, we endeavour to create a caring, inclusive and safe learning environment, where all children are supported in fulfilling their potential, regardless of their background, needs or starting points. Our work as a school is built on our positive working relationships, taking the time to know and understand our children and families, so that we can provide the highest quality education and wrap-around support. We are proud to be a community school, serving a diverse local area – we respect and celebrate our differences, whilst recognising that our similarities unite us in our shared vision.

Special Educational Needs Policy Objectives

In order to meet the Aims of our Special Educational Needs Policy we will -

- Work within the guidance of the Special Educational Needs and Disabilities Code of Practice 2015 following Local Education Authority guidelines
- Follow a strong collaborative approach to meeting Special Educational Needs and Disabilities by working in partnership with the child, the family, school staff and additional professionals and outside agencies.
- Follow a clear "Assess, Plan, Do, Review" process to identify children with Special Educational Needs and Disabilities and to regularly evaluate the effectiveness of Special Educational Needs and Disabilities provision across school, including evidence-based intervention programmes, by tracking pupil progress.
- Continually evaluate Quality First Teaching across school so that all children can access the National Curriculum through appropriate differentiation, teaching styles, classroom strategies and use of resources.
- Plan Special Educational Needs and Disabilities support with consideration to "Lifelong Learning Skills" for the child to develop qualities such as independence, self-awareness positive relationships and strong self-esteem
- Develop efficient and effective paperwork systems to record provision for children with Special Educational Needs and Disabilities without unnecessary bureaucracy

- Provide ongoing training for all staff working with children with Special Educational Needs and Disabilities.

The Special Educational Needs and Disabilities Policy for 2025-26 is strongly linked to the School Development Plan.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice for Special Educational Needs and Disabilities makes it clear that schools should identify pupils making less than expected progress. This may be characterised by progress which is:

- At a level significantly below age-related expectations
- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap.

We consider a child to have a Special Educational Need if they do not make adequate progress, even when reasonable adaptations to quality first teaching (Wave 1) and targeted support in class have been made, so that special educational provision is necessary in order for the child to access the school environment and/or to make progress in their learning. "Special educational provision" means educational provision which is additional to, or different from, the Quality First Teaching that is provided for children of the same age in a mainstream school.

The Special Educational Needs and Disabilities Code of Practice (2014) describes four broad categories of need. These are:

- Communication and interaction;
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Many children with Special Educational Needs have difficulties in more than one area and the purpose of identifying a child's areas of difficulty is not to categorise them but to help us plan the most appropriate actions to support them. When identifying possible Special Educational Needs, we will build a profile of the whole-child's strengths and difficulties in order to identify strategies and interventions that may be effective in supporting the child's learning and development.

Some children join Gilnow Primary School with previously identified additional needs. These may include:

- Mobility difficulties (eg cerebral palsy)
- Motor skills difficulties (eg dyspraxia)
- Speech and language difficulties (including pre-school speech therapy input)
- Hearing impairments (including Glue Ear)
- Visual impairments that are not fully corrected by wearing spectacles
- Medical diagnoses such as Autistic Spectrum Disorders
- Concerns raised by previous educational settings (eg Nursery; previous school)
- An existing Education, Health and Care Plan (EHCP)

Some children may have Additional Needs that do not constitute “Special Educational Needs and Disabilities” but if these needs could potentially hinder effective learning then appropriate support will be given, this level of provision is called Wave 2. This may include;

- “booster sessions” in language skills or motor skills for Reception children whose skills are identified as “underdeveloped” through routine screening on school entry
- Evidence-based, targeted intervention sessions
- English Language support for children with English as an Additional Language
- Family support for children with poor attendance or punctuality
- Care Plans for children with allergies or medical needs
- Pastoral support for children experiencing difficulties at home
- Close monitoring of the progress of Pupil Premium children
- Good practice classroom strategies for children with hearing aids and visual impairment.

SECTION 4: SUPPORTING SPECIAL EDUCATIONAL NEEDS

Our Graduated Response to Special Educational Needs Support

The 2014 Code of Practice emphasises the importance of high-quality classroom provision for all children (Wave 1). This gives the Class Teacher overall responsibility and accountability for

- Providing Quality First Teaching for all pupils in their class including those with Special Educational Needs and Disabilities.
- The progress and development of all children in their class.
- Being lead professional when meeting the needs of children with Special Educational Needs in their class.

- Managing the role of the Teaching Assistants in their class including planning and monitoring class-based support that Teaching Assistants may deliver
- Knowing about and reinforcing in class the skills being taught during our out of class specialist interventions.

The class teacher will be supported in their role by the Special Educational Needs Co-ordinator and other members of the Senior Leadership Team. This will include regular meetings and consultations to discuss pupil progress and classroom provision, and any training on Special Educational Needs and classroom practice that is necessary.

Gilnow Primary School has a rigorous system for tracking the progress of all children.

Children with Special Educational Needs are monitored as a “vulnerable group” and are expected to make comparable good progress to all other children. The Class Teacher, Head Teacher and Special Educational Needs Coordinator identify children who may be at risk of not making expected progress. Parents are encouraged to raise any concerns they may have about their child’s learning or development.

The Class Teacher will work closely with the parents and the Special Educational Needs Co-ordinator to investigate any concerns about a child through the School’s Graduated Response to meeting Special Educational Needs, which takes the form of a continuous “Assess, Plan, Do, Review” cycle. The current situation will be analysed, an action plan will be planned and implemented and will be evaluated on a planned date. The “Assess, Plan, Do, Review” cycle will be repeated, becoming more detailed and more personalised until the child can be seen to be making good progress in their learning. This cycle will follow at least a termly pattern but may be more rapid with frequent reviews when concerns are higher.

ASSESS - The teacher and SENDCo will consider all the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child’s current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the

term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations. Occasionally a pupil may have needs that require an individualized personalised curriculum.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

Children on the SEND register are categorised according to their need.

EHC- Pupils with an Education, Health and Care plan.

SEN support- children with a need which is addressed by means other than focused teaching, e.g. equipment, medication etc.; and Children who access extra targeted teaching support daily with SMART targets. These children receive provision that is additional to or different from their peers.

The school's Local Offer and SEND Information Report can be found on the school website.

If we feel that we lack the expertise in school to fully investigate and support a child's needs, we will involve appropriate external agencies. Parental permission will be sought should this be the case. For a few children, it will be appropriate to apply for an Education and Health Care Plan. Information gathered during the Graduated Response will provide the evidence we need for this process.

The first step in planning additional support is to analyse current classroom practices to determine how they can be improved to meet the needs of the child. Teachers begin by completing an initial concern form, highlighting their observations and concerns about the child. They also discuss these concerns with parents, asking if the parents have any observations or concerns. Strategies are then suggested that could support the child's progress for the next half term. The child is involved in this process as much as possible, depending on their abilities and comfort level.

For some children, this collaborative approach may be sufficient to help them learn more successfully, even in cases where there is a medical diagnosis such as Autism Spectrum Disorder or a child requires a hearing aid.

High-quality classroom teaching (Wave 1) forms the foundation for all Special Educational Needs (SEN) support. If a child continues to make inadequate progress, additional support will be

planned. This may take the form of class-based booster groups focusing on specific learning needs or specialist interventions outside the classroom. Teachers will complete a follow-up concern form, outlining the strategies that have been implemented and noting if progress is still limited. A discussion will then take place between the class teacher and the SENCO to build a profile of the child's strengths and difficulties, and to identify strategies that could support more effective learning. Progress will be monitored for at least half a term, and targeted support will be further personalised if required.

If concerns continue after class-based strategies and support have been evaluated over two or three planned review cycles (according to the type of concerns), then additional methods may be used to gather more details about a child's profile. This may involve the child being observed or assessed using checklists, screening materials or standardised tests (e.g. communication checklists, cognitive tests). These may be done by the Special Educational Needs Co-ordinator or other professionals visiting school or through attending appointments outside school, such as with the school doctor or at the child development centre.

Managing Pupil's Needs on The Special Educational Needs Register

In 2025-26 we will be embedding our systems of working within the Graduated Response to meeting Special Educational Needs and Disabilities in school in the form of a clearer, continuous "Assess, Plan, Do, Review" cycle.

The focus of developments will be to build upon the already successful model of collaborative working that we use to support Special Educational Needs at Gilnow Primary School. Paperwork systems will be reviewed to make all records as useful and efficient to maintain as possible.

The Class Teacher is the Lead Professional and has overall responsibility for every child in their class including those with Special Educational Needs. The Class Teachers and the Special Educational Needs Co-ordinator will meet at the end of every term to discuss children with identified Special Educational Needs and those whose learning is causing concern. Together we will identify a child's needs, look for ways to improve classroom provision and plan any additional support that may benefit the child, such as small group support, additional booster groups or individual tuition.

The Class Teacher will plan and monitor booster group or intervention sessions. Group or individual intervention plans are kept by the Class Teacher or Class Teaching Assistant to record the focus and provide evidence for the outcomes of the support. The Class Teacher will oversee the planning and review of Special Educational Needs Support Plans for children with personalised learning programmes, with the support of the Special Educational Needs Co-ordinator.

The intervention plans are reviewed weekly by the class teacher and the teaching assistant and then will be reviewed at the following term's meeting and the impact on pupil progress will be evaluated so that the future support can be planned for the next stage of the "Assess, Plan, Do, Review" cycle.

At the first stage of the "Assess, Plan, Do, Review" cycle (adapting classroom provision and in-class booster groups – Wave 1) the children will likely be "Monitored" on the Special Educational Needs Register. A child will be placed at "Special Educational Needs Support" if their identified Special Educational need calls for provision that is additional to, or different from their peers. If they access one of the Specialist Interventions or if further investigations identify a specific area of high need. Further details of how children are categorised on the Special Educational Needs register will be decided in consultation with school staff over the course of 2025-26.

The Special Educational Needs Co-ordinator will keep copies of Individual Education Plans (IEPs) and reviewed intervention plans and will monitor Special Educational Needs provision through these regular meetings and through classroom observations of the children.

Criteria for accessing Special Educational Needs Support

A child will be considered to need Special Educational Needs Support when their successful progress in learning is dependent on having:

- Regular small group interventions in addition to differentiated classroom group work
- Targeted 1:1 tuition
- Highly personalised learning programmes
- Personal adaptations to classroom beyond routine strategies
- Specialist Interventions to address specific areas of need that cannot be met only in class

Criteria for Accessing Specialist Interventions

Many children accessing the Specialist Interventions will have long-term Special Educational Needs.

Specialist Interventions may be accessed by children who:

- Have an Education, Health and Care Plan (EHCP)
- Have an identified clinical/ medical need (or suspected need) such as:
 - Speech or language difficulties
 - Communication difficulties
 - Hearing impairments
 - Motor coordination difficulties
- Have support recommendations from an outside agency such as:

- Speech therapy
- Occupational therapy
- Physiotherapy
- Visual Impairment advisor
- Hearing Impairment advisor
- Specialist Teacher
- Educational Psychology
- Have been identified as not meeting age-expectations in areas of their development through in-school screening such as:
 - Test of Abstract Language Comprehension Assessments (TALC)
 - Handwriting (Nelson) screening
- Need additional support to learn self-help strategies from assessments such as:
 - Attention and listening strategies
 - Auditory memory strategies
 - Working memory strategies
 - Organisational and planning skills
e.g. talking for writing;
remembering and organising tasks
 - Developing spelling strategies:
phonic patterns, use of word
books, learning by sight
- Have underdeveloped skills in areas that underpin learning or classroom performance that have not been rectified by targeted classroom provision such as:
 - Working memory
 - Poor attention span
 - Pencil grip and letter formation
 - Ability to express their ideas
clearly

If a child continues to make inadequate progress despite high levels of personalised Special Educational Needs support, we will have the evidence of this in our intervention plans, Special Educational Needs and Disabilities Support Plans, data tracking and Provision Map. We will seek additional assessments and advice from external agencies and repeat the “Assess, Plan, Do Review” cycle using this expert advice before, potentially, requesting Statutory Assessment for an Education and Health Care Plan. The Special Educational Needs Co-ordinator will complete a costed Provision Map to demonstrate how much additional support the child needs in order to be

successful in school. The Special Educational Needs Co-ordinator will follow Local Education Authority guidance procedures when applying for an Education and Health Care Plan.

Involvement of parents and pupils

All parents are kept informed about their child's progress through routine school meetings and reports. Parents of children with Education and Health Care Plans are always included in formal Annual Review meetings and parents of children with highly individualised programmes are invited to regular review meetings, usually termly. Parents of children who attend lower-key intervention sessions are kept informed of their child's involvement and progress each term. Parents are always encouraged to contact school with any questions. We can signpost parents and carers to organisations that provide family support whenever this is needed.

Parental permission will be sought when it is considered appropriate to seek further assessments of a child's needs. Parents will be kept informed of any results in writing and through meetings.

We will always make sure that the child understands and is comfortable with any assessment activities they are asked to do so they effectively give their permission too.

We will make sure that any additional investigations and assessments are in the child's best interests, specifically questioning whether detailed assessments or labelling a child's difficulties is helpful in informing our future planning for meeting the child's needs.

SECTION 5: CRITERIA FOR EXITING THE SPECIAL EDUCATIONAL NEEDS REGISTER

We are reviewing the use of the school's Special Educational Needs and Disabilities Register and how children receiving support through the schools graduated Response are recorded on it. Most children will enter the Special Educational Needs register as being "monitored" and they will be "monitored" again for at least 2 terms when their progress suggests they no longer need additional Special Educational Needs Support.

For example, children may be monitored on or removed from the Special Educational Needs and Disabilities register when or if:

- Their learning and development have been within age-expectations for at least 2 terms
- They no longer have medical or defined needs that could potentially affect their learning and their learning remains unaffected e.g. removal of hearing aids; discharge from speech therapy or occupational therapy.
- Wave 1 and 2 strategies are successful and the child needs no additional support
- They no longer need Specialist Interventions.

A child will be discharged from a Specialist Intervention following a review discussion with the Class teacher, Special Educational Needs Co-ordinator and Specialist Assistant when:

- Their skills are within age-related expectations
- They can transfer their new skills to class with minimal support
- Classroom provision can successfully meet their needs
- External agencies recommend that in-school support is no longer necessary

SECTION 6. SUPPORTING PUPILS AND FAMILIES

The school's Special Educational Needs information report can be found on the school's website. The Local Education Authority's Local Offer for Special Educational Needs and Disabilities can be found at <https://www.bolton.gov.uk/sendlocaloffer/>

Supporting Pupils

Special Educational Needs support focuses on the child and we are looking for ways to include the child's own views more effectively to show that we are really listening to them and by helping them to develop the vocabulary and confidence to express their views as much as is possible.

We include the children's views where appropriate when planning intervention targets, such as asking what the child would like to develop skills in, and making sure they do not miss their favourite lesson because of additional support groups. We are redesigning our paperwork to reflect increasing pupil involvement: Individual Education Plans encourage the children to develop their awareness and ability to express their personal characteristics and self-help strategies in positive ways.

When external assessments are used in Year 6, we can apply for extra time and other accessibility conditions to support a child.

Playtime Support

All children are encouraged to play in the yard with their peers. Children with behavioural, social and emotional difficulties may be monitored by adults so that any friendship issues or disagreements can be quickly resolved.

Children with mobility difficulties are assisted on stairs and the slopes for their safety, according to their Care Plans.

Children with significant health risks e.g. in poor weather can stay inside with adult support according to their Care Plans.

Transition Arrangements

Transfer to Gilnow Primary School.

Some children join Gilnow Primary School with identified Special Educational Needs and Disabilities. As soon as we become aware of these defined needs we will work with parents, the child, their previous educational setting and other professionals to put appropriate plans in place so that the child makes a successful transition to Gilnow Primary School. This may include;

- Meeting the child in their existing setting
- Extra settling-in visits to Gilnow Primary School
- Meetings with parents, the child's previous setting and other professionals
- Reading reports
- Sharing information with relevant adults in school
- Making necessary adaptations to the environment and resources
- Planning appropriate educational support
- Transitioning on a Part time timetable.

Transitions within Gilnow Primary School

There are meetings at the end of each academic year for the teachers to hand up and receive specific information about children they have been/ will be teaching. Parents are invited to transition meetings to discuss their child's needs with the new teacher at the end of the academic year. The children may spend more time with their new teachers and classrooms. Social Story books may be created about their new class for the child to read over the summer.

Transition to High Schools or other Primary Schools

Gilnow Primary School works closely with all High Schools to ensure smooth transitions. This work may include:

- Emotional and practical preparation through small group work at Gilnow Primary, such as discussing social scenarios; sharing feelings about high schools.
- Teachers from the new school meeting the child at Gilnow Primary School.
- Extra settling-in visits to the new school.
- Meetings with parents, other professionals and the new school
- All existing paperwork will be transferred to the new school.

Supporting families

Gilnow Primary School has an Open-Door policy so parents can speak to their child's teacher whenever they need to. The Head Teacher, Special Educational Needs Co-ordinator and Teaching Assistant can also be approached with any concerns either by calling in to school, over the phone or by appointment.

Information about the school and its various activities can be provided by alternative methods for pupils and prospective pupils who may have problems accessing it in our standard format. For example, we have arranged for translations, for enlarged print and for face-to-face meetings to explain things clearly. We will do our best to meet any accessibility issues that may arise.

We can signpost parents and carers to local organisations that provide family support whenever this is needed, such as workshops for Hearing Impaired children, Special Educational Needs and Disabilities activities as well as a range of websites that provide information for families on specific Special Educational Needs and Disabilities.

There are support organisations that provide impartial advice and support to help young people and their families to understand the Special Educational Needs systems such as;

- Bolton Information Advisory Service
<https://www.mylifeinbolton.org.uk/ProviderDetails.aspx?ProviderID=47785>
- Independent Parental Special Education Advice <https://www.ipsea.org.uk>

Admission Arrangements

Pupils with Special Educational Needs will be admitted to Gilnow Primary School in line with the school's admission policy which follows the current Local Authority Policy that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

Gilnow Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**

(Disability Rights Commission: Code of Practice for Schools 2002)

SECTION 7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Managing Medical Conditions

The school's policy on managing medical conditions can be found on the school's website.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with Medical conditions may also have Special Educational Needs and may have an Education and Health Care Plan. Their needs will be met in accordance with the Special Educational Needs and Disabilities Code of Practice (2014).

The child will have an “Individual Health Plan” to detail how their medical needs will affect their education and which strategies and methods can be employed to overcome their barriers to learning.

Our Home School Liaison Officer keeps records of all medical needs and updates Individual Health Plans with parents annually. Detailed information is only shared with staff who work directly with the child and they are educated in how to meet a child’s medical needs as appropriate (e.g. the use of epi-pens). All staff are made aware of children with allergies, asthma, epilepsy and other health conditions, in case the child has an episode in school. Separate risk assessments are conducted for these children for school trips and visits outside school.

Named, prescribed medicines are kept securely in the school office and parental permission forms must be completed before school can administer medication. Records are kept of any medicine administered.

School has several named Paediatric First Aiders. In emergency cases an ambulance will be called and parents contacted.

School works closely with the School Nurse, School Speech and Language Therapy Services, Child and Adolescent Mental Health Services, Psychology services, Occupational Therapy and Physiotherapy services. The school’s policy for supporting medical needs can be found on the school’s website.

SECTION 8. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Gilnow Primary School has a rigorous system for tracking the progress of all children.

Children with Special Educational Needs are monitored as a “vulnerable group” and are expected to make comparable good progress to all other children. We evaluate the impact of support on children’s learning through regular classroom observations and assessments that track their progress. We also look for a positive impact on children’s attitudes to learning, motivation,

confidence, happiness and general sense of wellbeing through observations and conversations with them.

The Class Teacher, Head Teacher and Special Educational Needs Coordinator identify children who may be at risk of not making expected progress and classroom provision and/or support plans are adapted or changed accordingly. This may include using screening and standardised testing materials (eg cognitive tests, dyslexia screening) to investigate why progress is slow so that a more detailed picture of a child's learning profile can be created in order to plan personalised programmes of support. Progress of these children will be even more closely monitored until they are back on track.

The Special Educational Needs Co-ordinator monitors the effectiveness of Special Educational Needs and Disabilities Provision in classrooms by observing children in class and by meeting Teachers and Teaching Assistants regularly as part of the "Assess, Plan, Do, Review" process. If previous plans do not appear to be successful, they will be adapted and the cycle repeated so that a positive impact on learning is achieved. The monitoring process can identify areas for staff development training.

Some Individual Education Plans (IEPs) are initiated by Specialist Teachers (for Visual and Hearing Impairments; Autism Specialists; Learning Difficulties) Speech Therapy, Occupational or Physiotherapy, or Educational Psychology. They regularly visit school to help us monitor the programmes to make sure that the specialised programmes remain appropriate and successful for the child.

The work of the Special Educational Needs Co-ordinator is monitored by the Head Teacher and the Special Educational Needs Governor. The Head Teacher and Special Educational Needs Co-ordinator meet to discuss children's progress and specific high-need cases as necessary. The Special Educational Needs Co-ordinator meets the Special Educational Needs Governor at least annually and the Special Educational Needs Co-ordinator must present an annual written report to Governors to formally evaluate Special Educational Needs Provision in school.

Parents are always encouraged to contact school with any questions or concerns and their feedback on the Special Educational Needs provision their child receives is always appreciated.

SECTION 9: TRAINING AND RESOURCES Special Educational Needs and Disabilities Funding

Special Educational Needs Funding comes out of the main school budget according to calculations based on information provided by the school census. The budget for Special Educational Needs and Disabilities is set by the School Governing Body based on predicted level

of needs presented by school. This includes the cost of staffing costs to support Special Educational Needs and Disabilities across school and a spending budget for resources.

Staff Training

Staff training needs are identified and planned by the Senior Leadership Team.

All staff are encouraged to undertake training and staff development through in-school training and Staff meetings. This will help keep the quality of teaching and learning high across school and to keep all staff abreast of new developments in Best Practice.

The Special Educational Needs Co-ordinator works closely with Teaching Staff to make sure that all teachers have a clear understanding of the needs of children in their class. They work together to find effective methods to support the children. Whole School staff training on Special Educational Needs is planned when a general need is identified, for example, Autistic Spectrum Disorder awareness, the new Special Educational Needs and Disabilities policy. Training is sometimes delivered by the Special Educational Needs Co-ordinator and sometimes by visiting experts.

We have regular visits from external agencies such as Woodbridge Specialist Teachers, Visual and Hearing Impairment Specialists, Speech and Language therapy, Occupational and Physiotherapy, and Educational Psychology. They monitor the progress of identified children and provide advice, support and training to staff working with those children, for example, strategies to support dysfluency, strategies to support communication in Autistic children, using visual-enhancement technology, motor skills programmes to support cerebral palsy.

The Special Educational Needs Co-ordinator is developing how best practice is communicated to Teaching Assistants and has planned training meetings for this.

Transition Meetings

New Teachers to school are introduced to the systems around Special Educational Needs Provision and practice in school. There are meetings at the end of each academic year for the teachers to hand up and receive specific information about children they have been/ will be teaching. The Reception Teachers visit nurseries and does home visits to gather information about children entering their classes.

Special Educational Needs Co-ordinator

The Special Educational Needs has undertaken the national SEN qualification. She attends regular local cluster meetings and training sessions to keep abreast of new developments in the field of

Special Educational Needs, including specific areas of Special Educational Needs, intervention programmes and the developing the role of Special Educational Needs Co-ordinator in school.

SECTION 10: ROLES AND RESPONSIBILITIES

The Role of the Governor for Special Educational Needs

Carolyn Cooney is the Link Governor with responsibility for Special Educational Needs at Gilnow Primary School. She has regular contact with the Special Educational Needs Coordinator to keep up to date with and monitor the school's provision for meeting the needs of children with Special Educational Needs. There is an annual report to governors and parents on the school's current provision for supporting Special Educational Needs.

The Role of Teaching Assistants

All classes have support from Teaching Assistants within the week. We are developing the use of our Teaching Assistants following Best Practice recommendations from recent research to "Maximise the Effectiveness of Teaching Assistants" and improve their impact on supporting pupil progress. The Special Educational Needs Co-ordinator will audit the deployment of teaching assistants again in 2025-26 to make sure that best practice developments have been maintained.

Supporting Education and Health Care Plans

Some Teaching Assistants support individual children who have Education and Health Care Plans of Special Educational Needs. The Teacher, Teaching Assistants, Special Educational Needs Co-ordinator and parents work closely together to plan and evaluate support and the children are involved in making decisions as much as they are able. The impact of their Special Educational Needs Support is reviewed and evaluated at least termly. All the Teaching Assistants have strong relationships with the children they support, but an important part of all provision for children with Education and Health Care Plans or Statements is to develop their independence and resilience so that they do not become over reliant on adult support.

Supporting Pastoral Needs

We have a skilled Pastoral Team led by the Special Educational Needs Co-ordinator, Miss Williams. The Pastoral Team supports the social and emotional needs of children and their families. The Teachers, Pastoral Team, Teaching Assistants, parents and Special Educational Needs Co-ordinator work closely together to plan support for the children whose emotional needs are affecting their learning or development.

Designated Teacher with Specific Safeguarding responsibility

The Head Teacher, Miss K. Hesketh, and the Deputy Head Teacher, Mrs C. McIlwaine, have overall responsibility for issues involving Safeguarding.

Pupil Premium Grants

Miss K. Hesketh has responsibility for managing this funding in school

Looked- After Children Funding

Mrs Atcha has responsibility for managing this funding in school.

Meeting Medical Needs

Mrs Atcha keeps Health Records and Individual Health Plans for children with health issues that do not usually affect their learning, such as allergies, asthma and epilepsy.

SECTION 11: STORING AND MANAGING INFORMATION

It is the Special Educational Needs Coordinator's responsibility to keep all paperwork on children's Special Educational Needs up to date. All Special Educational Needs paperwork is confidential and only shared with those who need to know the information. The most sensitive information will only be shared with parental permission.

Much of our paperwork is stored electronically and many communications between agencies are sent by a secure email system. The Special Educational Needs Co-ordinator stores paper-based files in a locked cabinet. Communications sent home to parents are sent in sealed envelopes via the child or by post. Parents can request electronic copies.

A child's paperwork may include:

- Individual Education Plans
- Chronology of support through the Graduated Response
- Records of class-based booster groups
- Records of Special Educational Needs Interventions.

- Personal Special Educational Needs Support Plans
- Individual Health Plans.
- Assessment and attainment data

- Correspondence from parents
- Records of meetings
- Referrals to outside agencies
- Reports on advice and/or assessments from other professionals (therapists; doctors; social services)
- Records from previous schools/ nurseries

The child's paper files will be handed on to the child's new school when they leave Gilnow Primary School. Electronic copies can be forwarded on request. In cases of Child Protection and other vulnerable cases copies of the child's records will be filed securely at Gilnow Primary School for up to 30 years in line with Data Protection guidelines.

Any paperwork that is no longer needed (e.g. working records from activity plans and evaluations, duplicate reports) will be shredded and disposed of securely.

SECTION 12: REVIEWING THE POLICY

The approach to meeting Special Educational Needs at Gilnow Primary School is still undergoing changes to keep abreast of developments from the New Special Educational Needs and Disabilities Code of Practice (2015), for example

- Refining our "Assess, Plan, Do, review" cycle
- Adapting the design and use our paperwork (e.g. provision mapping; children's records)
- Developing the involvement pupil and parents in planning for Special Educational Needs provision.
- Identifying the focus for staff training

Because of this the Special Educational Needs and Disabilities Policy will be reviewed annually, usually in the Summer Term in preparation for the following academic year.

The Special Educational Needs and Disabilities School Development Plans help inform the Special Educational Needs and Disabilities policy. The new Special Educational Needs and Disabilities School Development Plan for 2025-26 can be found on the school website.

SECTION 13: ACCESSIBILITY

In line with current legislation the Head Teacher and Governors of the school have put in place an Accessibility Plan and Disability Equality Scheme. These will be reviewed and updated regularly.

Access to the Full Life of the School

All pupils are encouraged to be involved in the full life of the school. This includes school trips, cultural and sporting events in and out of school, school productions and extracurricular activities. Adaptations will be made as necessary to ensure full inclusion of all children with additional needs.

Classroom Adaptations

Class Teachers are responsible for meeting the needs of all children in their class, including those with Special Educational Needs. The class teachers are responsible for ensuring that all children have full access to the National Curriculum. All staff are made aware of how to support a child's needs through detailed Individual Education Plans written with information from parents, the child and relevant professional advice. Some children with physical needs have Individual Health Plans to detail specific adaptations and elements of safety (e.g., supporting their mobility to reach the yard; evacuation plans in an emergency). This is the first step to removing any barriers to a child's learning.

Lessons are adapted to be well matched to the "next steps" for a child's learning.

Teaching styles and resources are adapted to make them more accessible for children's needs, for example using visual prompts alongside spoken information, recording work through typing, providing enlarged print sizes and enhancements to laptops so visually impaired children can access classroom resources; using specialised programmes on computers and iPad to meet specific learning needs.

The classroom environment will be adapted according to the needs of children in the class, for example ensuring windows have blinds to reduce glare for visually impaired children; arranging appropriate seating positions for hearing impaired children; adapting work areas to accommodate children with motor coordination difficulties.

Independence is encouraged as much as possible with due care to a child's well-being.

We teach all our children to be considerate and supportive of their classmates' needs.

The Special Educational Needs Co-ordinator and visiting specialists (e.g. teacher for the Visually Impaired; Autism Specialists) support the Class Teachers in making the school, their classroom and their teaching accessible to children with Special Educational Needs.

Accessibility to the school building

The school is a single storey building with wide corridors and several access points from outside. On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door these being fully accessible to wheelchair users. There are disabled toilet facilities available in school.

The school has internal emergency signage and escape routes are clearly marked, this includes signage which indicates which escape routes are appropriate for wheelchair users.

School trips

All children are included in school trips. Class Teachers are responsible for undertaking risk assessments and for arranging any necessary adaptations for children with Special Educational Needs. Parents will be consulted if there are any significant issues that need addressing.

Access to Information

Information about the school is available to all on the school's website and in hard copies on request. Information about the school and its various activities can be provided by alternative methods for pupils and prospective pupils who may have problems accessing it in our standard format. For example, we have arranged for translations, for enlarged print and for face-to-face meetings to explain things clearly. We will do our best to meet any accessibility issues that may arise.

SECTION 14: DEALING WITH COMPLAINTS

If parents or carers are unhappy with the provision the school is making for their child with Special Educational Needs or Disabilities they should talk first to the child's class teacher.

If the issue remains unresolved, they should raise their concerns with the Special Educational Needs Coordinator and the Head teacher. Most concerns will be resolved in this way.

If parents still feel dissatisfied, they should raise their concerns with the school's governor responsible for Special Educational Needs. If a parent would like support through this process, they can contact services who offer independent, impartial and confidential advice and support:

- Bolton Information Advisory Service
<https://www.mylifeinbolton.org.uk/ProviderDetails.aspx?ProviderID=47785> .
- Independent Parental Special Education Advice <https://www.ipsea.org.uk>
- If the Local Authority makes a Statutory Assessment on school's or parents' request but decides at the end of that process not to draw up an Education and Health Care Plan for the child the parents again have the right to appeal to the Special Educational Needs Tribunal. The Local Authority will provide details of this process as needed: Bolton Information Advisory Service
<https://www.mylifeinbolton.org.uk/ProviderDetails.aspx?ProviderID=47785>

SECTION 15: BULLYING

Bullying is not acceptable in any circumstances and any allegations are taken seriously.

Our Pastoral Team use restorative approaches to resolving conflicts and can support class teachers in helping children to overcome friendship issues. Vulnerable children with Special Educational Needs may need additional support in understanding and overcoming any difficulties, for example producing social stories for children with Autistic Spectrum Disorders; adapting explanations and expectations to match the developmental level of a child with Special Educational Needs and Disabilities.

The Schools' Bullying Policy can be found on the school's website

SECTION 16: APPENDICES

- The school's Special Educational Needs and Disabilities Information Report can be found the school's website
- The School's Accessibility Policy can be found on the school's website